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ABSTRACT

With funding obtained from the Elementary Secondary Education Act Title IV-C, the Philadelphia School District awarded 40 mini-grants to individual teachers and other school district staff. The grants, ranging from $200 to $1,000, were awarded in March, 1979. These 40 programs were selected for implementation from a total of 398 project proposals. Approximately 5,600 students, from preschool to grade 12, participated in these programs, which covered a total of 14 subject areas, including special education. (This document consists mainly of project reports. These reports present the name of the program; discipline/subject area; name of person receiving the grant; school; grade level and description of students; class size; amount of grant; project status (complete/ongoing, etc.); overview; goals; materals and equipment; project implementation summary; project outcomes; and other comments. In many cases, addresses and/or phone numbers of a contact person are provided). (GDC)

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MINI GRANTS COMPENDIUM

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May 1980

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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INTRODUCTION

The School District of Philadelphia obtained a grant under Title IV-C of the Elementary and Secondary Act (ESEA) during the 1978-1979 school year. With this fund, the School District awarded mini grants ($300-$1,000) to individual teachers and other school district staff. Out of 398 proposals submitted for consideration, forty projects were selected for implementation. This compendium of individual project reports has been prepared to share the ideas contained in the mini grants awarded in March, 1979.

PROJECT PLANNING AND SELECTION

In January 1979, mini grant proposal guidelines and procedures for awarding grants were established by a planning committee composed of members of the Office of Federal Programs, the Division of Supportive and Instructional Programs, the Department of Instructional Projects, the Office of Research and Evaluation, and various curriculum offices.

The request for mini grant proposals was circulated throughout the School District in February, and by the March 22nd deadline, 398 proposals had been submitted.

The planning committee served as a preliminary screening committee, and its members read each grant for clarity and compliance with proposed guidelines. If a majority of the screening committee recommended acceptance for a proposal, it was forwarded to the relevant curriculum division for further consideration. If a majority of the committee recommended rejection of the proposal, it was not forwarded to the relevant curriculum division. Proposals requiring revisions were rejected (those proposals submitted early and requiring revision had been returned to the applicants for rewriting). Curriculum office reviewers were given the option of reviewing proposals in their areas which had been rejected by the screening group. Curriculum reviewers rank ordered the proposals under their consideration and reported the results to the Division of Supportive and Instructional Programs. This division then made tentative selections of mini grant applicants, appointing the awards according to the proportion of submissions in each curriculum area, district, and grade level. This tentative selection was completed by March 25th. After review of the tentative grant awards by the Associate Superintendent for Early Childhood Education and the eight District Superintendent's, final approval was made by the Superintendent of Schools. Recipients and principals were informed of their acceptance on March 31, 1979. Forty proposals were funded.

PROJECT IMPLEMENTATION

The projects were scheduled to begin operation in April 1979 and to be completed by the end of the 1978-1979 year; however, most were unable to be

implemented in the classroom because of difficulties in obtaining materials, equipment, and supplies. Approximately one-fourth of the projects required materials and equipment which took between two and six months to obtain through the School District's purchasing procedures. As a result, many projects either were not implemented or had not been completed by the end of the 1978-1979 school year. The teachers who had not received their materials and equipment, as well as those who chose to continue their projects, were given approval by the Office of Federal Programs to continue into the 1979-80 school year. Grantees were to complete their projects and submit their reports by the end of December, 1979.

At the end of the 1978-79 school year, one project had been completed, and ten projects were operating; that is, the materials and equipment were on site and the teachers were currently implementing their projects. Twenty-six projects would begin in fall 1979, since the materials and equipment had not yet arrived. For three projects, the status of operation was unable to be determined.

By the end of January 1980, seventeen projects were completed, twenty-one were currently operating or ongoing, one project was placed on hold (the materials and equipment had arrived at the site, however the co-recipients had been transferred to other schools and there was no one to implement the project), and one project was cancelled (the materials and equipment did not fullfill the advertised expectations for the user). The teacher of this latter project has received a refund from the company and has been permitted by Supportive and Instructional Programs to recreate another project with the funds.

Monitoring of the projects was conducted under the auspices of the curriculum office. Program specialists or supervisors were responsible for monitoring each project at least once during its operation. An observation sheet was completed for each visit by the program specialists, and technical assistance was provided, if requested by the mini grant recipient. During 1979, eleven projects were monitored and twenty-nine were not.

PROJECT OUTCOMES

Teachers' comments in their evaluation reports, as well as conversations with them, revealed that they were satisfied with the outcomes of their projects. They indicated that students demonstrated enthusiasm, motivation, commitment and/or interest in learning the subject matter. Some teachers stated that they were grateful for the opportunity to implement their ideas. Some felt confident that their ideas (projects) could be of value to other teachers, and a majority of the teachers indicated willingness to share their experiences with other teachers and interested parties.

The grantees did experience some difficulties, disappointments, and frustrations. For example, some teachers were disappointed because they were unable to implement their projects as intended in spring 1979. Some of the teachers indicated that they underestimated the amount of time required to prepare worksheets to accompany their lessons or to learn how to operate computers or audio-visual equipment themselves before instructing the students. Three teachers had to modify their lesson plans since the students population had changed as a result of a new school year. Two teachers stated that they encountered difficulty in obtaining interdepartmental and/or departmental cooperation or support. Five teachers indicated that they were unable to fully implement their projects due to illness or being transferred to other schools or offices. Two teachers stated that the materials and equipment were unacceptable after using them in the classroom. Finally, a few teachers expressed that they may have been overzealous in establishing certain goals.

PROJECT IMPACT

Although the teachers may have been disheartened at times, in general they have done an admirable job of creating, implementing and/or completing their projects as designed. These teachers have demonstrated their commitment to providing an alternative or additional instructional method in order to create and expand the space for students to learn. Out of sharing and expressing what worked and didn't work in their projects, increased efforts have been made by DSIP to ensure that the curriculum offices monitor and provide support to the teachers. Also, the process of planning, awarding and implementing the 1979-80 mini grant projects operated more effectively as a result of the 1979 recipients' concerns. Thus, approximately fifty new mini grant recipients have benefitted from this initial group's concerns (e.g., the new recipients were able to implement their projects at an earlier date).

In addition to the personal rewards which come from putting ideas into operable projects and receiving a grant, the grantees received a formal recognition for their efforts from the members of the Board of Education on February 25, 1980. All of the recipients were invited to a meeting at which the teachers were acknowledged for their contributions to education.

INDIVIDUAL PROJECT DESCRIPTIONS

As part of their agreement of responsibilities, each project recipient submitted a report. These reports have been edited by ORE to the extent that reports were cast into a common format and, in some cases, the length was reduced. A few reports required extensive revisions because they were incomplete. The information provided under the section, "Materials and Equipment" for each project was taken from the application form. With the cooperation of the Division of Instructional

Systems, Apple II computers were purchased for mini grants requiring mini computers. This enabled the mini grant recipients to receive all the services offered by the Division of Instructional Systems, such as staff development, additional computer programs, workshops, etc.

In this volume, the forty projects' reports are arranged alphabetically by title. These projects span fourteen discipline/subject areas. Approximately 5600 preschool to Grade 12 students in all eight administrative school districts participated in one of the forty projects. As of January 1980, approximately two-thirds of the projects were continuing to the end of June 1980.

ANSWERS TO LIFE

DISCIPLINE AREA:	Special Education
RECIPIENT OF GRANT:	Barry Meinster
SCHOOL NAME AND NUMBER:	George Washington Elementary (346)
TYPE OF PUPIL POPULATION:	Educable Mentally Retarded (EMR) Students
NUMBER OF STUDENTS:	10
AMOUNT OF GRANT:	$200.00
STATUS OF OPERATION:	Ongoing

OVERVIEW

This mini grant project intended to develop a prevocational curriculum for Educable Mentally Retarded children at the junior high level. The curriculum was to cover all of the life skills.

GOALS

1. To improve reading and math scores from one classroom.
2. To disseminate the finished curriculum and related materials to other classroom teachers.
3. To develop a system for producing teacher-made materials on a district level.

MATERIALS AND EQUIPMENT

Teacher-made instructional materials and use of off-set printing to duplicate 150 copies of finished curriculum and related materials.

PROJECT IMPLEMENTATION

(Information was not submitted).

PROJECT OUTCOMES

All three goals have not yet been reached. Goal 1 will be completed in May of 1980. Goal 2 and goal 3 will be completed in March of 1980.

Several difficulties occurred which postponed the intended completion date of December, 1979. Teacher isolation and lack of support from the grant sponsoring department were the two main reasons for the project's lateness. The experimental class and its teachers and classrooms of the same type and level of students did not exist.

On-site visits and monitoring were never made by the sponsoring agent. Both of these project characteristics caused a diminishing level of interest on the part of this project author.

The final project will be a valuable curriculum for all mildly handicapped classes at the junior high level.

COMMENTS

If you are interested, contact me at the follow location:

Barry Meinster
George Washington Elementary School
District 3, Philadelphia School District.

AN APPLE IN A MATH CLASS?

DISCIPLINE AREA:	Math
RECIPIENT OF GRANT:	Richard Dellinger
SCHOOL NAME AND NUMBER:	Furness High School (311)
TYPE OF PUPIL POPULATION:	Ninth and Tenth Grade Students
NUMBER OF STUDENTS:	100
AMOUNT OF GRANT:	$1,000
STATUS OF OPERATION:	Ongoing

OVERVIEW

The intent of this project was to incorporate a microcomputer into Algebra I and tenth grade General Mathematics classes at Furness High School. Specifically there was an attempt to (1) teach advanced students to write original programs in the BASIC language; (2) provide low ability students with the opportunity to practice arithmetic skills on this "high interest" machine, and (3) familiarize all students with these type of computers.

GOALS

1. To begin an advanced class in BASIC programming at Furness High School which would have students: (a) create flowcharts and write BASIC programs which they will run on the Apple, (b) develop problem solving skills by teaching flowcharting and stressing the logical and sequential nature of programming, and (c) solve simple algebra problems by using BASIC programs run on the Apple.

2. To develop teacher prepared software programs for use by "low achievers" in order to improve the computational skills of these students by letting the Apple serve as an alternative motivational device.

3. To have all students demonstrate their ability at operating the computer which includes having all students list the basic components, know the capabilities and uses of such microcomputers, solve simple problems by using flowchart diagrams, and use programming symbols.

MATERIALS AND EQUIPMENT

An Apple II computer, ten copies of BASIC BASIC by James S. Coan; ten copies of A Guided Tour of Computer Programming in BASIC BASIC by Thomas A. Dwyer and Michael S. Kaufman.

PROJECT IMPLEMENTATION

This project was originally supposed to have started in the spring of 1979 and use a PET computer. However, there was a major early delay when it was found that the PET was not on the School District's approved purchasing list. A replacement Apple II computer was suggested, and a change to this more sophisticated computer was agreed upon. The Apple II finally arrived at Furness at the end of September, 1979.

After the computer arrived, the first few weeks were set aside for the teacher to learn how to operate the machine. A workshop was held at the Division of Instructional Systems on October 10th to familiarize teachers with the potential of the Apple II. At this meeting, many School District programs were demonstrated and many of these programs were later sent to the school for our use.

November was the first month in which the computer was made available to students. During every eighth period on Wednesday and Thursday, students were invited to learn how to operate the Apple II. At first students used the programs which were either supplied by the Division of Instructional Systems or the ones which were made by the Apple II Company. These programs, over twenty in number, are recreational or educational in nature.

During the eighth period, both the Apple II and an older computer terminal were available to students. On the average, seven or eight students alternated between using the two machines. One month after introducing the Apple II, four students used the elementary book entitled, A Guided Tour of Computer Programming in BASIC by Michael Kaufman. One student has gone on to the more advanced text of James Coan, entitled BASIC BASIC and has been writing his own programs. His enthusiasm has been so great, that this tenth grade general math students had been using the machine during his lunch period. (In fact, he has asked his father to buy him a computer instead of a car for his 16th birthday!) Also, to get more practice time on the Apple, several students often stay in the classroom two hours after the normal school closing.

Besides individual work on the computer, a device which hooks onto the Apple II to a full size television was purchased. This large viewing screen can be seen by an entire class. To date, the screen has been used in several

Algebra I classes. Once, with the principal of the school in attendance, a program which presented random problems of addition of signed (positive and negative) numbers was shown. Students in the class were divided into two teams and the object was to give the most correct answers. The Apple II program selected random problems, gave an explanation of problems answered incorrectly, and determined the percent of correct responses. Students were extremely motivated in this situation, and the lesson was a great success.

PROJECT OUTCOMES

1. An advanced class in BASIC programming has been started. This class includes a core of five students who have been given the book, A Guided Tour of Computer Programming in BASIC. So far, students have had little time for complicated problem solving. However, the most advanced student has been working on three programs; a computer printed picture, a biology quiz game, and a program which will give humorous horoscopes. Also, several Algebra students have practiced doing simple Algebra problems on the Apple II.

2. The original plan for teacher-developed programs has been delayed. Simply, there has not yet been enough time in which to write such programs. Also, the programs obtained from the School District (#350 Literacy Test and #610 Speed Drill) are already written for slow learners and have worked extremely well. The computer is often used by low ability students as an alternative motivational device.

3. Several students from each of the five classes have been taught to use the Apple II. Gradually these students have been helping other students to learn how to use the machine. To date, not all of the students have been instructed in the basic computer components nor taught "flow charting". However, this material will be taught by the end of the school year.

   At the time this report was written, the Apple II computer has been only used for slightly more than two months. This is an insufficient time in which to share many outcomes. Students who do finish their work early in class are given an opportunity to use the machine. However, few students can operate the machine at any given time. The ideal number of students working on the computer is usually two, a very small number. It will take more time to give all students the opportunity to work with this machine.

Areas for further exploration are twofold. First, a program for the Apple to instruct students on all three parts of the Assessment of Mathematics Literacy (AML) would be beneficial. There already is a computer program that helps students with computational skills, the first part of the AML. Programs should be written for the last two sections, problem solving and applications. Students then would be able to get complete individual tutoring by using the computer.

Secondly, writing or obtaining programs that are geared to large group instruction would be beneficial so that the computer could be used more effectively before entire classes. Currently most programs are designed for only one or two students and not large classes.

COMMENTS

I highly recommend extensive use of the Apple II computer for other teachers, in all subject areas, as the machine has tremedous capabilities. This is an extremely motivational device, and I would like to encourage everyone to in some way, to incorporate it into their respective curriculums. I am only beginning to learn how to utilize this computer efficiently in my classes. However, I would be glad to speak to other teachers regarding the use of this computer and would welcome suggestions. I can be reached at Furness High School (DE 4-1130) and will be glad to contact other teachers at their convenience.

AV PRODUCTION FOR MIDDLE SCHOOLS

DISCIPLINE AREA:	Art
RECIPIENT OF GRANT:	Joseph Volpe
SCHOOL NAME AND NUMBER:	Conwell Middle School (523)
TYPE OF PUPIL POPULATION:	Seventh and Eighth Grade Students
NUMBER OF STUDENTS:	30
AMOUNT OF GRANT:	$950.00
STATUS OF OPERATION:	Ongoing

OVERVIEW

The theme of the project was to develop local A.V. materials that would be used at Conwell Middle School in the Visual and Related Arts program. The purpose of this project was to document some of the lessons and units that were used in the overall curriculum.

GOALS

1. To make teaching kits that would include posters, slides, realia, letters transparencies, etc. The kits can be carried from area to area and utilized by many teachers.

2. To make film loops having motivational and instructional purposes in the Art Curriculum.

3. To make a slide series to document and describe the relationships between culture, community, and the visual arts.

MATERIALS AND EQUIPMENT

35 mm film and processing, 35 mm type B and processing, super 8 motion picture film and processing , transparencies , wood , hardward , and paint.

PROJECT IMPLEMENTATION

The project began by taking slides of students' art work and by building five large boxes to house the teaching materials. As of December, the kits were in different stages. They were designed, painted and were used. Each kit was composed of different materials, e.g., posters painted by students, realia purchased with money from the grant, and other objects made by the members of the staff. The only problem encountered was time. Many man hours were devoted to this project and many more will probably be expended before all the plans are realized.

Work on this project was performed during the teacher's prep time or after school hours. Working on this project during class time did not seem to work. Getting materials out and storing materials seemed to be another problem.

PROJECT OUTCOMES

Most of the goals have been or are being accomplished.

1. The teaching kits have been made.

2. Many materials have been produced to be enclosed in the kits.

3. Slides have been taken and put in order. The final slide presentations have not been put together as of this date.

4. Film loops have not been made because of the unavailability of a photo service which would enclose the 8mm film. The participants will splice the film and a 8mm film project will be used.

The project at this point was still progressing and it will continue until all the goals have been reached. Most of the planned materials were completed or near completion. As stated before, time seemed to be the major problem. Another problem encountered was a delay in receiving some of the supplies.

COMMENTS

I would like to see more teachers developing local A.V. materials. This will cost more than materials purchased, but will be used more.

This project will be useful with any student population, but the number of students working on the project should be limited to a small group. These students would be responsible for doing the work, and in storing the materials until used.

I will be more than happy to share our project with other teachers. They can either come to Conwell Middle School or call RE 9-9476, RE 9-2199, and I will return their call.

CONSUMER EDUCATION RESOURCE CENTER

DISCIPLINE AREA:	Consumer Education
RECIPIENT OF GRANT:	Bruce Grant/Adella I. Pollock
SCHOOL NAME AND NUMBER:	Germantown High School (602)
TYPE OF PUPIL POPULATION:	Tenth-Twelfth Grade Students
NUMBER OF STUDENTS:	70
AMOUNT OF GRANT:	$984.38
STATUS OF OPERATION:	Completed

OVERVIEW

The "Consumer Economics" minigrant course sought to upgrade current consumer information for students enrolled in the class as well as other interested students. This was attempted through the use of current texts, filmstrips, booklets, and newspapers.

GOALS

1. To make students more consumer conscious.

2. To better understand laws affecting consumers.

MATERIALS AND EQUIPMENT

Tests, film strips, booklets, newspapers.

PROJECT IMPLEMENTATION

A motivation program was designed by enlisting active participation of the Area Council for Economic Education (ACES) which provided experts in the field of Consumer Affairs.

The operation of a Consumer's Shelf in the school's I.M.C. was planned in order to broaden the utilization of new materials throughout school.

PROJECT OUTCOMES

Mr. A. Boccella, Field Agent, Community Services Planning Council of Southeast Pennsylvania, discussed frauds, "rip-offs" and utilization of Small Claims Court with the students. Mr. Bocella's presentation was received with great interest by the students. They now know how to report consumer fraud. Each student now has access to new consumer materials.

A conference with the librarian to establish a Consumer's Shelf was undertaken. The Library Consumer's Shelf will be activated in early 1980.

The project was a great success because the students were given an awareness of the importance of being a wise consumer in this inflationary era. They made reports to the class on their experiences as a consumer and how they benefited, mainly financially, from the new store of knowledge received.

COMMENTS

Students appear to be stimulated by new consumer education resources. Students throughout the school will learn of these materials through public efforts. We will be happy to share our experiences with other teachers.

DEVELOPMENT OF MULTIMEDIA PROGRAMS

DISCIPLINE AREA:	Library
RECIPIENT OF GRANT:	Irene J. Overton
SCHOOL NAME AND NUMBER:	Olney High School (702)
TYPE OF PUPIL POPULATION:	Eleventh and Twelfth Grade Students
NUMBER OF STUDENTS:	60
AMOUNT OF GRANT:	$930.00
STATUS OF OPERATION:	Ongoing

OVERVIEW

The development of multimedia programs in major subject areas was done by students from the film and television classes. Some students selected and examined the reference books under the supervision of the librarian, composed brief descriptions and instructions on the use of each, while others took slides of the reference books then sorted and arranged them in the Dewey Decimal order. Still another group of students tape-recorded the written description and assembled each program by synchronizing slides and tapes.

GOALS

1. To develop a comprehensive slide-tape presentation of the major subject areas in the reference section of the library.

2. To include in each presentation detailed sources of references available at Olney High School, possible sources available elsewhere, and the steps in using these materials.

3. To develop a series of transparencies and overlays detailing the use of several difficult to use vocational and career books such as the The Dictionary of Occupational Titles.

4. To provide students at Olney High school an alternative means (use of these audio visual sets) to guide them in their use of the reference section independently.

5. To provide teachers with additional background preparation materials (e.g., audio visuals) which would enable students to learn how to use the reference section of the library.

MATERIALS AND EQUIPMENT

Camera, 35mm, 36 exposure films and mailers for films, cassette tapes, transparencies, photographic colored pencils, slide sorters, stencils, mimeograph paper, and Dictionary of Occupational Titles.

PROJECT IMPLEMENTATION

The project is not yet completed. Writing the description of each reference book has taken most of the time. This task is still in progress. All books have been selected by the students; however, the actual photographing cannot begin because the first Konica camera which was ordered was stolen before it reached the library, and the second one ordered has never arrived in the building. The librarian has borrowed a camera which must first be repaired before filming can begin. Once the descriptions are completed, the taping will begin. The original plan called for programs in four major subject areas. It has been necessary to reduce this to only biographical reference material because of the tremendous amount of time it takes to write an adequate description of each book.

PROJECT OUTCOMES

Goal 1 - The goal had to be modified to a slide-tape program of the biographical reference section only. Thus far no measurement of student use has been made since the project has not been completed. However, in the future, effective use of these materials will be measured by (1) the results of circulation records indicating requests for the use of this program, (2) the results of a brief questionnaire filled out by individual users of this program during a six month period, and (3) the results of a multiple choice test for classes using the materials.

Goal 2 - The project has been limited to focus on only one section for in-depth critical study and explanation. Since the project is not completed, no measurement has taken place, however, when completed, instructions in using the biographical reference section should be very detailed and clear for the user. The students will also have a full bibliography of Olney High School's biographical resources and a list of libraries where similiar or additional sources are available.

Goal 3 - This goal has been curtailed and emphasis has been placed on biographical reference books only.

Goal 4 - Since the project is not completed, students have not been able to use this audio visual program independently. However, when the project is completed, circulation within the library will be open to students and teachers.

Goal 5 - Already several classes have been scheduled to use that part of the project which is completed, namely some of the completed written descriptions of some of the biographical reference books. These will be used in conjunction with research on authors. Unfortunately the audio visual aspects have not been completed.

The five goals have not been achieved because the project has not been completed. The loss of the camera has really set the project back. Moreover, the pressure of time has been against us since we have been involved in a whole year of self evaluation for accredidation. However, when the project is completed, this should prove to be a useful teaching tool for both individualized as well as group instruction in the field of biographical reference materials.

COMMENTS

I would recommend that the basic descriptions of the reference books either be done solely by the librarian or that fewer books be included in such a project in order to enable a closer check on students' descriptions. Other than this change, I would continue to follow the procedures outlined.

Although this project is specifically designed for Olney High School library and therefore adapted to its collection, other librarians could benefit from this project, given they have duplicate reference materials in their libraries. I can be contacted at Olney High School library, DA 9-1770 between 8 and 1:30 p.m. daily.

ECONOMIC SURVIVAL

DISCIPLINE AREA:	Consumer Education
RECIPIENT OF GRANT:	Vera Demchenko
SCHOOL NAME AND NUMBER:	Gratz High School (401)
TYPE OF PUPIL POPULATION:	Twelfth-Grade Consumer-Education, English, and Business Students
NUMBER OF STUDENTS:	90
AMOUNT OF GRANT:	$462.00
STATUS OF OPERATION:	Completed

OVERVIEW

This project was designed to assist students to function as consumers and to assist them to make wise consumer decisions. Another aim of the project was to utilize existing materials owned by the School District. Simon Gratz owned video tape equipment and the Consumer Economics Department had purchased "Just Around the Corner" tapes. All that was needed to maximize the impact of the materials was the workbooks. These workbooks were ordered through this grant. By using highly motivational workbooks and video tapes, the process of learning how to become a wise consumer was simplified for the students.

GOALS

1. To develop reading, writing and computational skills by use of highly motivational materials

2. To reduce student absence and lateness in class

3. To inform the students about: use of credit cards, small claims court, catalog ordering, insurance, income tax preparation, comparison shopping, housing, loans, selling techniques, and budgeting.

MATERIALS AND EQUIPMENT

Video tapes purchased from Consumer Economics Office
Just Around the Corner Workbooks

PROJECT IMPLEMENTATION

"Just Around the Corner" is the name of a kit produced by Cambridge Book Publications which includes videotapes and workbooks dealing with consumer

economics and government issues. By using these workbooks, students will increase their knowledge and become wiser consumers. Three senior classes, a total of ninety students used the workbooks and viewed the videotapes.

Individual projects were completed by the students to demonstrate their knowledge in consumer economics. Some of the projects undertaken by the students consisted of the following activities: preparing budgets, doing a comparison shopping trip, investigating different sources of loans and types of available loans, visiting Small Claims court at City Hall, preparing commercials using different advertising techniques, choosing items to buy after checking with Consumer Reports, clipping apartment rental ads and house for sale ads and comparing same, and collecting information on mayoral candidates and analyzing the candidates' positions on five issues.

The problems encountered during the implementation of the project were: videotape equipment was damaged as a result of a roof leak at the school, some videotapes were of poor audio quality, workbooks did not arrive until October, and leaving Gratz for another position. Due to the first three problems, the project wasn't fully operational until October. I continued to monitor the project after I left Gratz.

PROJECT OUTCOMES

The first goal - to develop reading, writing and computation skills - was achieved by a comparison of pre- and post-tests. Ninety-five percent of the students received a score of less than a 70 in the pretest, while 70% of the students received a score of 70 or higher in the post-test.

The second goal - reduce student absence and lateness - could not be assessed since I felt too many variables influenced this factor.

The third goal was achieved by the completion of individual projects' 75% of all the students successfully completed their projects.

COMMENTS

The materials used were highly motivational and easy to read. This helped students experience success in learning the subject matter. These materials should only be used with high school students who have poor reading and computational skills, since it is written at a sixth grade level.

Technically, some of the videotapes have poor ground - i.e., the sound level is very low.

Although the videotapes are not racially biased, they are sexist. The "dumb blond" stereotype is used throughout the series. This stereotyping should be pointed out to the students when viewing the film.

I would recommend this series for use. The use of videotaped materials has proven successful in maintaining students' interest.

Arrangements are being made to have the same workbooks and videotapes used by the Business Department and by other members of the Social Studies Department. These workbooks should last another two to three years.

Although I am no longer at Simon Gratz High School, if anyone would like to talk to me about the project, I can be reached at the:

Affirmative Action Office - Room 802
School District of Philadelphia
21st and Parkway
Philadelphia, PA 19103

EXPLORING CAREERS - FACE TO FACE

DISCIPLINE AREA:	Pupil Personnel and Counseling
RECIPIENT OF GRANT:	Vivian Gibbons/Evelyn Washington
SCHOOL NAME AND NUMBER:	Martin Luther King High School (606)
TYPE OF PUPIL POPULATION:	Ninth - Twelfth Grade Students
NUMBER OF STUDENTS:	300
AMOUNT OF GRANT:	$1,000
STATUS OF OPERATION:	Completed

OVERVIEW

Because many students in urban comprehensive high schools have limited knowledge and inadequate concepts of careers and career tasks and little contact with career role models with whom they can identify, the project "Exploring Careers - Face to Face" was conceived. Students from grades 9 through 12 were invited to two seminars a month which had a specific career thrust and were hosted by a career person in that area. At the time of registration for the seminar, students were given guidelines for independent research using the materials in the Career Resource Room.

GOALS

1. To implement structured career seminars that amplify the relationship between education and the world of work.

2. To provide real life cultural role models (career) from the community for King students.

3. To provide students with current information on training, salary, duties, advancement, etc.

4. To devise and implement instructional procedures and materials necessary for the infusion of career development elements into counseling and guidance offerings.

MATERIALS AND EQUIPMENT

Dictionary of Occupational Titles: Career Encyclopedia Sets; Series of U.S. Department of Labor pamphlets on job descriptions; Vocational Biographies; Career Library/Subscription Service; and Career World Magazine.

PROJECT IMPLEMENTATION

The career area was announced at the beginning of the month. Students registered for the seminar and were given written guidelines for independent research in that area prior to the seminar. A specific time, date, and place was set. Students were reminded about the seminar via loud speaker/intercom system on the day the seminar was held. The guest career role model made a career presentation and then answered questions from the student group. Students returned to class at the close of the seminar.

The original plan for the project called for two different career areas per month. However, it was more feasible to study one career area per month, and to invite two persons who offered different aspects or perspectives of that career. Another modification involved proper management of videotaping equipment and maintaining the videotaping equipment.

EXPLORING ENERGY ALTERNATIVES IN PHILADELPHIA

DISCIPLINE AREA:	Science
RECIPIENT OF GRANT:	Thomas Long
SCHOOL NAME AND NUMBER:	Parkway Program, Beta Unit (205)
TYPE OF PUPIL POPULATION:	Ninth - Twelfth Grade Students
NUMBER OF STUDENTS:	12
AMOUNT OF GRANT:	$313.00
STATUS OF OPERATION:	Completed

OVERVIEW

The project was designed to familiarize students with the basic design and working mechanisms of a solar energy heating system. Students were to plan and then actually build a functioning, complete solar system. The workability of the project was directly related to the practicality of their system.

GOALS

1. A working understanding of both the potential and the problems of solar energy.

2. Concrete knowledge of convection, thermal absorption, insulation (R ratings), long and short wave radiation.

3. All students will know how to use the following tools: hammer, saw, metal shears, ruler, square, solder, brazing torch (optional), paint brush, level, protractor.

MATERIAL AND EQUIPMENT

Twenty 8' 2" x 3" lumber; ten 10' 2" x 3" lumber; ten 4' x 8" 1/4" plywood; six 12' 2" x 6" lumber; 20" 4" aluminum duct; 1 roll clear 4 ml polyethylene, 1 staple gun and 9/16" staples; dryer vent hose; paint and brushes; fillings; ponier saw; duct tapes; nails; tubes of latex caulks.

PROJECT IMPLEMENTATION

The first step of the project involved learning the "whys" of solar energy. The Philadelphia Electric Company (PEC), in coordination with the teachers, taught a two week, preliminary course discussing the future inevitability of some kind of alternative to fossil fuels. The gas crisis helped immeasurably to bring this lesson home.

Once the need for solar energy was established, actual study of how it works could begin. Again in Cooperation with PEC and Drexel University, the class visited and studied actual buildings with solar systems. After the students became aware of how a solar system operated they were taken to the engineering drafting tables of Drexel and instructed on how to design their own individual solar energy systems.

As limitations in time and materials necessitated that only one design be used with our particular situation, a hot air collector was selected for construction.

PROJECT OUTCOME

The most obvious and readily visible goal - the actual solar system - was, by any measurement, a success. The system was totally built by student labor, and it worked. With some design modifications, it could have been permanently attached to the roof and used to heat part of the building.

The less obvious, but just as important, goals of student use of power tools, safety on the job, team work in building, and knowledge of how a project evolves from design to construction were also a success.

The academics of the project, the awareness of our entire energy picture, was probably the greatest gain. The project was conceived as only a part, a motivating part, of an academic undertaking. In essence, the project was a super-laboratory experience, whose values lay not as a separate entity, but as an important part of the whole.

It is not unusual to discover that whenever students are engaged in some kind of real, tactile experience in science, the absorption of theory is increased tremendously. What was found with this project only substantiates what has been discovered in teaching science: the often used expression "hands on experience" although now almost trite, states a real and valuable fact.

Because of the mini-grant, the size and scope of this particular experience was great. It appears that learning is proportional to the intensity of the activity.

The only problem was that it was virtually impossible to incorporate the number of students originally intended into the actual construction. It simply was dangerous to have twenty students working at one time. The kinds of tools we used, the area in which we worked, precluded any unsupervised activity. When you are on the roof of a four-story building, there is no margin for error.

COMMENTS

This project was immensely successful. It was also very expensive and possibly unique to the flexibility of alternative schools such as Parkway. What

do you do with the remains of $300 worth of lumber, motors, etc. The real value of the project was in building it. Of course, it will be available and valuable for further testing and modification, but it is impossible to duplicate the inventiveness and enthusiasm of the construction.

Projects such as this, on a smaller scale, should be used to provide laboratory experience with solar energy. The elaborateness of a project should depend upon the skill level and maturity of the students. This particular project, I would recommend only with high school students. I doubt if a regular high school physical science class could undertake this kind of project. You need a separate area capable of being used only for the project's construction. Secondly, you need a place to put your collectors. Thirdly, you need a place to make noise, and you need a relatively small class (maximum twelve students) to be effective.

I would be happy to be contacted about this project. Feel free to call me at 844-1190.

FACILITATIVE ENVIRONMENT ENCOURAGING DEVELOPMENT (FEED)

DISCIPLINE AREA:	Career Education
RECIPIENT OF GRANT:	Charlene Griffin
SCHOOL NAME AND NUMBER:	Pickett Middle School (615)
TYPE OF PUPIL POPULATION:	Eighth Grade Students
NUMBER OF STUDENTS:	16
AMOUNT OF GRANT:	$1,000
STATUS OF OPERATION:	Completed

OVERVIEW

FEED was an instructional program involving schools, health care centers, and day care centers. The basic idea of the program was to help students learn about child care and the development of normal and handicapped children.

GOALS

1. To help students form positve attitudes toward normal and handicapped children.
2. To help young people learn about normal and abnormal child development.
3. To help students, by teaching them the processes of human development, to understand themselves and to be better able to constructively influence their own lives.

MATERIALS AND EQUIPMENT

FEED curriculum packet and guides, Education For Parenthood; Guide for Teenagers, Parenting Booklet from the Education Development Center, and teacher-developed materials.

PROJECT IMPLEMENTATION

One class was selected at random, and the program was built around the students in that class. The program was explained to the students verbally as well as through the use of textbooks, pamphlets and slides. The parents were given pamphlets describing the FEED Project. The activities included a discussion, role-playing, planning and preparing a nutritious snack, and field trips.

The problems encountered during the project implementation were:

1. Most of the materials did not arrive before the class started.

2. Not enough class periods to fully implement the program.

3. Field trips were limited to day care centers.

PROJECT OUTCOMES

1. Change in opinions and attitudes toward normal and handicapped children.

2. Increased knowledge of growth and development of normal children.

3. Increased knowledge in the care of younger children.

4. Increased ability to care for younger children.

The students working in the FEED Program have learned to communicate with younger children. They have a better understanding of the young people's pattern of development and they have shown a concern for children regardless of race, religion, appearance, or ability.

COMMENTS

I would recommend the program to others. I have found that working with FEED, my students are more enthusiastic and interested in learning when they have to get out and use the information in their experience. The program has been helpful to some of the students who encounter child care responsibilities every day.

GROWING UP GREEN

DISCIPLINE AREA:	Early Childhood
RECIPIENT OF GRANT:	Susan J. Bowdon/Ida M. Peduto
SCHOOL NAME AND NUMBER:	Durham Child Development Center (230)
TYPE OF PUPIL POPULATION:	Pre-Kindergarten
NUMBER OF STUDENTS:	40
AMOUNT OF GRANT:	$800
STATUS OF OPERATION:	Completed

OVERVIEW

A garden was developed in the classroom in order to give our city children a "green" orientation. The children were given exposure to a green environment throughout the city. They were taken on three trips to natural environments.

Growth and development of plants were stressed and related to the growth and development of the children. Through the use of the Peabody Kit, lessons were developed which taught children the names of fruits and vegetables, parts of the body, and parts of the plants.

GOALS

1. Children would have the opportunity to work in the mini-garden on a daily basis, learning to distinguish between edible, inedible, and decorative plants.

2. Through a series of trips children will move from inner city experiences to original sources of plants and plant life.

3. The mini-garden/greenhouse would hopefully become a prototype for not only other parts of the school, but also for the many parents involved in our program. Durham's Teacher Center attracts administrators, teachers, and student teachers city-wide; therefore, it was viewed that the project would provide another positive experience for visitors, thereby benefiting the system at large.

MATERIALS AND EQUIPMENT

Peabody Kits, grow lights, magnifying glasses, battery jars, soil, sand, humus, perlite, bulbs, seeds, plastic sheeting, spray bottle, aquarium tanks, ESS kits (i.e., Grow Things), utensils, trays, cups, window pane squares, sponges and cotton.

PROJECT IMPLEMENTATION

Plants were selected, and a classroom garden was designed. Children were responsible for caring for the plants daily. Children and teachers watered, debugged, reported, and provided protection for the plants during the weekend.

Children and parents went on three trips to natural and simulated green environments.

Teachers used the Peabody Kit to teach lessons on fruits and plants and human growth and development.

Children started their own gardens using sweet potatoes, avocado seeds, carrot and pineapple tops, and pumpkin and citrus seeds. A major problem was the extremes in temperature. It was either very hot or very cold, and there was no humidity. Our grow lights never arrived in time, which slowed up the growth process.

Due to the lack of humidity, we had to develop techniques to maintain our plants. Stones on trays were filled with water to provide much needed moisture. We had to use plastic bags to simulate greenhouse conditions.

PROJECT OUTCOMES

1. Our method of measurement was through observation. We made sure, through a list of names, that each child was given the opportunity to water and mist the plants. They learned not to give cacti daily waterings.

2. We achieved our goal by actually taking trips to Morris Arboretum, the Zoological Gardens, and Smith Playground. The children touched the plants and had the opportunity to frolic through a green environment.

3. A display was set up in the Teacher Center for visiting teachers. A plant workshop was developed, and parents and teachers visited our garden.

In accomplishing our goals, we provided an enriched learning experience for students, teachers, and parents. We did what we set out to be a worth while endeavor.

COMMENTS

The Durham Teacher Center featured a large display for our grant, the goals and objectives, and activity sheets. Sue Bowdon met with members of the Center staff to design a plant workshop. Some of the activities included fun experiences, such as the bean olympics and growing cucumbers in bottles.

Visiting teachers were encouraged to look at our garden and to ask questions.

We would recommend this project to other teachers, and we feel the same amount of enthusiasm and learning could be generated on a smaller scale.

This project could work with any age group and could be started at any point during the year. Older children could take a greater share of the responsibilities, and initiate more of their own activities.

We would be more than willing to have other teachers contact us. We would be happy to relate our experiences and to share our sources of information. We are at the Durham School -- 732-3200.

AN IMMERSION INTO DON QUIJOTE

DISCIPLINE AREA:	Foreign Languages
RECIPIENT OF GRANT:	Elaine W. Baer/Madeline H. Jay
SCHOOL NAME AND NUMBER:	Bartram High School (101)
TYPE OF PUPIL POPULATION:	Eleventh-Twelfth Grade Students
NUMBER OF STUDENTS:	53
AMOUNT OF GRANT:	$488.00
STATUS OF OPERATION:	Completed

OVERVIEW

The basic idea of the program was to "immerse" the students into Cervantes' masterpiece, Don Quijote. It was intended that this project would provide students with an awareness of the universality of the Quijote, an increased appreciation for the Quijote as enhanced by a variety of other art forms, and an introduction to art forms and/or contributions from other cultures of the world.

GOALS

1. To develop an appreciation for and interest in one of the greatest works of literature, Don Quijote De la Mancha.

2. To develop a greater understanding of a work that deals with the idealism and the realism of man in a particular period, throughout Western history, and in our life today.

3. To expose the students to a variety of art forms (e.g., music, ballet, cinematography, dramatic recitation, and interpretive illustrations) that are enriching in themselves, but moreover enable the students to develop a special meaning for themselves as they experience the interrelationship of the art forms from a major literary work.

MATERIALS

Texts: Aventuras De Don Quijote or El Hidalgo De la Mancha; supplementary books for illustrative purposes only: Don Quijote De la Mancha with illustrations by Salvador Dali and Principales Aventuras De Don Quijote by Herreros; films: "The Man of La Mancha", "Nureyev's Don Quijote", "Don Quijote" (Russian production with Spanish soundtrack and English subtitles), "Don Quijote with Mr. Magoo" (Spanish - no subtitles); recordings; "Man of La Mancha", (English and Spanish versions) and "Readings from Don Quijote"; and a Don Quijote De La Mancha" filmstrip.

PROJECT IMPLEMENTATION

It was planned that the students would read one of the texts and that the teachers would supplement the text with records, illustrations, filmstrips, and films which would be purchased or rented and shared in the classrooms or school. In addition, students would attend two movies in the local area, under special reduced rates. The project would culminate with the students developing a creative impression of their total exposure to Quijote. The creative work would be in the form of prose, poetry, music, dance, illustrative work, and dramatic presentation.

Students read the text, and supplementary illustrative materials were provided. The records and filmstrips did not arrive during the 1978-1979 school year, so the teachers borrowed some records so that students would benefit from hearing various versions of Quijote. (It should be noted that the records and filmstrips arrived after the close of the 1978-1979 school year, and these materials are being used in the Fall, 1979 classes.)

The film phase of the program was completed successfully. Students saw two films at Center City theaters and two other films were rented for the two classes involved.

The active student involvement in the project was completed for some and terminated for others. The delay in the arrival of the non-film materials made it impossible for the teachers to use these materials with the 1979-1980 classes. The students were primarily juniors and seniors, and the latter group had no classes after June 1, while the juniors had begun their final exams during the week of June 4.

In addition, racial tension surfaced toward the end of the school year. As the communication channels disintegrated, attendance fell and ultimately, there was an unexpected early closing of Bartram High. Thus, it was impossible to complete the final student activity of the project, i.e., the development of a creative expression as a result of their immersion into the Quijote.

PROJECT OUTCOMES

The anticipated success of our program, "An Immersion into Don Quijote" has been substantiated by the summary of the questionnaires completed by the students and from verbal comments from the students. All 53 students involved in the project completed the first questionnaire. The second questionnaire was completed by 49 participants.

From the surveys, a significant change in the areas that involve value judgements occurred. More than seventy percent of the students stated that they enjoyed reading Don Quijote a "good bit" or a "great deal". Based on the yes-no questions, students acknowledged that they had cultural experiences that were previously unknown to them. New vistas were opened for numerous students, and this growth was evident from the comments they made.

It was pleasantly surprising to learn that at least 23 of the students (on their own) made arrangements to attend the performance of "Man of La Mancha" at the Academy of Music after the close of school. The tickets for the performance were not cheap. The students said that they wanted to see another interpretation of the work. A few students indicated they were going with their parents because they wanted them to be introduced to Don Quijote and Sancho.

It is unfortunate that the creative expression phase of the program could not be carried out because of the unanticipated early closing of school. The materials purchased for the program will be used with another group of students.

COMMENTS

We both agree and highly recommend that these procedures be used with any high school group that reads Don Quijote in the Spanish classroom. Students would benefit greatly from such a program. In areas of the city where there is a rich exposure to "the arts" in every day life, this program will provide further enrichment. An important part of the experience for our students was the cultural exposure and taking them to performances (in Center City) for which others in attendance had to pay an entrance fee. The potential success of a repeat of this program will depend in part on the availability of commercial films and presentations in the theaters, movie houses, and concert halls in Philadelphia. The program could be varied, enriched, and expanded based on the availability of these commercial presentations. The rented films, visuals, recordings, etc., can provide the non-variable portions of the program.

We shall be happy to discuss the project with any teachers who may be interested in what our students did. We may be reached at Bartram High School, 67th and Elmwood Avenue, Philadelphia, Pennsylvania, 19142. Our telephone number is 215-365-4800.

THE IMPORTANCE OF FAIRY TALES IN THE KINDERGARTEN

DISCIPLINE AREA:	Reading/English/Language Arts
RECIPIENT OF GRANT:	Helen S. Perlmutter
SCHOOL NAME AND NUMBER:	John B. Kelly (647)
TYPE OF PUPIL POPULATION:	Kindergarten Students
NUMBER OF STUDENTS:	40
AMOUNT OF GRANT:	$679.89
STATUS OF OPERATION:	Ongoing

OVERVIEW

The idea and intent of this project was to immerse kindergarten children so thoroughly in the worlds created by three fairy tales that the fairy tales would become a part of their dramatic play, their drawings, their paintings, their thought and their speech. It was hoped that this immersion would help them to work out some of their own problems. It was also hoped that the materials acquired through the grant would stimulate and support re-enactment of the fairy tales by the children. Finally, it was hoped that these materials would give the children an opportunity to handle freely and with care one-of-a-kind hand crafted works of art, such as hand puppets, felt stories, dioramas, puzzles and costumes. The three fairy tales chosen were: Hansel and Gretel, Pinocchio, and Beauty and The Beast.

GOALS.

1. The children will learn to expand their vocabularies and their ability to visualize pictures in their heads by having stories read to them without seeing illustrations.

2. The children will learn to draw and dictate their versions of fairy tales in journals.

3. The children will learn to work out many of their personal problems by acting out fairy tales in their dramatic play.

4. The children will learn to handle the beautiful books, costumes, puppets and other special props with great respect.

5. The children will learn that it was Gretel's good brainwork that saved Hansel, it was Beauty's kindness that saved her and her father, and it was Pinocchio's sense of decency that enabled him eventually to choose good over evil.

6. The children will learn that a story has a beginning and an end, in that order.

MATERIALS AND EQUIPMENT

Two copies each of beautifully illustrated fairy tale books and felt stories of Pinocchio, Beauty and the Beaset, and Hansel and Gretel; hand-carved wood leaded puppets and costumes and paper mache heads to act out the fairy tales; small models of the fairy tale characters and props; materials to make a gingerbread house with all the trimmings; magic markers for writing in journals; tapes; films.

PROJECT IMPLEMENTATION

We received the grant in April 1979. The materials ordered did not arrive until May 10th, because of the large amount of individual hand work required.

The felt story of Hansel and Gretel was the first to arrive. The story already had been read to the children from a library book. On Halloween 1978, the teacher wore a witch costume and the teacher's assistant and the parent scholar were Hansel and Gretel. The adults acted out the story for the children at that time. By the time the grant was received, the children were already familiar and comfortable with the story of Hansel and Gretel. As a result, the children were thoroughly prepared for the experience the materials offered, and responded to them with enthusiasm. The puppeteers presented Humperdinck's version of the story to all six kindergarten classes as part of the grant. The Hansel and Gretel puppets, and the Hansel and Gretel diorama, the Hansel and Gretel wooden puzzle, and the Hansel and Gretel costumes then arrived -- in the order given -- so that by June 15, 1979, all the materials made by the artists and craftsmen were in use in the classroom everyday. The Hansel and Gretel books did not arrive until September, thus, a library book was used until then. The magic markers never came. Therefore some magic markers were purchased with the teacher's own money, so that the children could do some work on journals. The tapes ordered along with the magic markers from the same suppliers also never arrived.

In September when the new kindergarten children arrived, the program was repeated in the same sequence over a longer period of time. In each case, the teacher began by reading the fairy tale, retold it as a felt story, re-enacted it with puppets, re-enacted it using the diorama, and demonstrated the use of the costumes and costume accessories on the children. In this way, the teacher demonstrated the use of materials while retelling the story.

So far this year, the story of Hansel and Gretel has been read seven times in one form or another. After a period of concentration on this story, a simple test was administered to determine the level of awareness of sequence of incidents in the story. Essentially, the same procedure (as expressed above) is being followed for Pinocchio and Beauty and the Beast. There are of course some differences,

often inspired by the stories and materials themselves. For example, the wood-carver parent has made a large jointed figure of Pinocchio. Much of the carving was done in the class with the children looking on, so that they could understand Gepetto's trade.

Two other parents collaborated to produce a well written script of Beauty and The Beast. They used puppets made under the grant and presented a performance of the story for the community children on Halloween night. They repeated the performance in this class and in six more classes in various grades. It was an example of the way the materials provided by the grant inspired everyone to use them.

PROJECT OUTCOME

1. Children were able to increase their vocabularies and visualize pictures through words.

2. Children were able to draw and dictate their versions of the fairy tales.

3. Children re-enacted the fairy tales using the materials provided by the grant. They showed little or no hostile or aggressive behavior toward each other.

4. Children have learned to treat the special materials provided by the grant with great respect.

5. Children seem to have learned to be more aware of moral issues which are more complex than "good versus bad".

6. Most of the children have learned that a story has a beginning, a middle and an end, in that order.

The goals were concerned mainly with helping children strengthen their ability to use their minds to perceive, visualize, articulate, moralize and respect. The children were also encouraged to use their whole selves to portray the characters in the stories, and act them out using the materials provided by the grant.

Direct observation seems to indicate that the children are now better equipped to discuss, explore, dream, paint, draw and play out any and all of their concerns in a peaceful, productive manner. In the three months of working with and observing this group of children, it seems that the process of working with the materials provided by the grant has enhanced their ability to listen to long and complicated sentences.

Even in the short period of three months there have been a number of indications of growth attributable to the use of the grant materials.

After some exposure to the program arising out of the grant, the children in the class seem to feel far less need for punching, pinching and pushing. Mischievous tricks are almost unknown in this group. The boys in the room who are fascinated by war and all its equipment incorporated this interest into Hansel and Gretel. One of these boys produced a drawing showing Hansel, Gretel and the Witch before the Gingerbread House -- as U.S. fighter planes patrol the sky. His dictation of the story also included the fighter planes. The enrichment provided by the grant seems to help children find ways to express their aggressions that are more socially acceptable.

It takes a long time for story experiences to become internalized. The child needs to live with the story over a lengthy span of time.

Most emphasis so far this year has been on Hansel and Gretel. Although Beauty and the Beast and Pinocchio have been read three times each, this is still not enough for the stories to have significance for little children. When June arrives, it is expected that the children will be able to converse in the language of Beauty and the Beast and Pinocchio and in the same way that children manipulate the language of Hansel and Gretel.

Finally, the Northwest Regional Library exhibited the materials produced under the grant to show the work of the three Germantown artists, during the summer months.

COMMENTS

The Minigrant Project has been as stimulating an experience for me as it has been for the children and the artists. One always tries to make the best of the materials at hand in teaching; but when you know just what you need in your classroom to help enrich an experience, it is a dream come true when you are able to obtain exactly what you need! Accordingly, I would recommend that in the future teachers should be asked to evaluate the results of their Minigrant Programs over a longer period of time. This grant in a sense did not actually run from April to December because it was applied to two different groups of children -- one from April to June and one from September to December. A report covering one group for a ten month period would provide a truer measure for the effectiveness of the program.

My experience and findings would certainly lead me to recommend to teachers that they help children get into the world of fairy tales through exposure to many different media. The repetition is usually welcomed by children in this age group, and it is the repetition that makes it stick. I would also encourage teachers to build a rich school environment which introduces children to a world of beautiful

things to handle, look at, play with, and enjoy. Teachers need not be unduly concerned about the responsibility inherent in the handling of beautiful and expensive mateials if (this is a caveat) they make a general practice of trusting the children's sense of responsibility and teach them rules for handling the materials. My experience has been that the children showed their appreciation of my trust by treating the equipment preciously. At the end of the day, as the rules require, all the puppets are on their stands, all the dioramas are in their proper boxes, all the wooden puzzles are put together with all their pieces in place, and the felt stories are in their plastic bags. The children love these materials because they have meaning for them.

It may be that not every teacher will be as fortunate as I was to have such talented artists among the parents of the children. What is essential, however, is that they should be artists who love the challenge of the task. It is not essential that the artists also be parents. Names of artists can be obtained from an art school or from an art teacher in one's school.

I would be glad to meet with other teachers to share my experiences. They can call me at John B. Kelly after 1 P.M.

IMPROVING YOUR NEIGHBORHOOD

DISCIPLINE AREA:	Early Childhood
RECIPIENT OF GRANT:	Carolyn Smith/Evelyn Gold
SCHOOL NAME AND NUMBER:	Cramp Child Care Center (723)
TYPE OF PUPIL POPULATION:	First-Sixth Grade Students
NUMBER OF STUDENTS:	60
AMOUNT OF GRANT:	$1,000.00
STATUS OF OPERATION:	Ongoing

OVERVIEW

The intent of the project was to improve the children's school environment as well as to develop their appreciation of growing things. The project also attempted to build a positive relationship between the school and the community by providing window-box gardens.

GOALS

To take care of the environment.

MATERIALS AND EQUIPMENT

Mini greenhouse, flower boxes, grow lifetables, microscope, fencing, garden tools, topsoil and preparation, seed trees, and harvesting and preserving equipment.

PROJECT IMPLEMENTATION

So far this year there have been lessons on the following topics: How Children Grow; Things Necessary for Growth - Discovering Myself and Relationship with Others; Plants Grow/Children Grow; Plant Cuttings - Sharing Plants; and Herbs. The children planted sweet potatoes and lima beans. A guest florist spoke about flower arranging, and a member of the Philadelphia Horticultural Society spoke on children and growing things. There were class trips to Longwood Gardens, Linvillea Orchards, and Styers Farm. Construction of the window-boxes has begun.

PROJECT OUTCOMES

The children have been improving in the classroom environment and home through growing plants, sharing, and helping each other. An interest inventory was used to help them understand why children are as they are.

There have been good responses from the community resources of St. Hugh's Senior Citizen Club, Urban Gardening Program, and Philadelphia Horticultural Society.

Ordering supplies was difficult because the center staff was unfamiliar with the School District's procedures.

COMMENTS

We are presently introducing house plants to the children. In spring, we shall progress to seeds and seedlings, containers, and lanscaping our school. Assistance is needed in ordering supplies.

Other teachers may contact us at Cramp Child Care Center, Howard and Ontario Streets; 739-0878.

INDIVIDUALIZING MATH NEEDS THROUGH TECHNOLOGY

DISCIPLINE AREA:	Math
RECIPIENT OF GRANT:	Paul J. Hampel
SCHOOL NAME AND NUMBER:	Amy - Center City School (288)
TYPE OF PUPIL POPULATION:	Sixth - Eighth Grade Students
NUMBER OF STUDENTS:	125
AMOUNT OF GRANT:	$900
STATUS OF OPERATION:	Ongoing

OVERVIEW

The Alternative for Middle Years Magnet School (AMY-CENTER CITY) mini-grant proposal was written with two major goals in mind. They were to increase the individualization of the existing Philadelphia Math Levels Program, and to provide students with a micro computer which would serve as a motivational and instructional device for reinforcing basic math skills.

GOALS

1. To individualize the existing Philadelphia Math Levels Program through the use of micro computer which would also cross reference a wide variety of educational modes as well as maintain record keeping.

2. To provide students with an excellent motivational and instructional device for learning basic math skills, i.e., a machine which can assign tasks, provide instantaneous feedback, and be used as an immediate reference source.

3. To expand the students' knowledge of the uses of a microcomputer as a tool, so that students of today will be better prepared for tomorrow.

MATERIALS AND EQUIPMENT

Apple II, cassette tapes, and Basic From the Ground Up.

PROJECT IMPLEMENTATION

The computer was placed in the math classroom. Each day a selected learning experience was chosen and programmed. The students worked with the computer in groups of two for a prescribed length of time. In addition, on two days per week during lunch, a computer club has been meeting to discover the methods of programming in Basic.

The main problem encountered was the late arrival of the equipment. It prevented the teacher from gaining enough experience with the computer to program it to meet the goals which were envisioned.

PROJECT OUTCOMES

The computer has the capability to organize and cross reference; however, late arrival of the equipment and lack of time with the computer prevented the completion of the cross referencing of all the materials necessary to individualize the Math Levels program. The addition of a disk loading system would make this goal more realistic.

The computer was an excellent source of immediate feedback in a learning setting. It was extremely motivational and continues to attract large numbers of students to participate in math activities.

Many students have learned the rudiments of programming. The computer has inspired new levels of problem solving as well as helped to reinforce basic math skills.

Overall the project was very successful. The enthusiasm the students showed was overwhelming. The instructional capabilities were and continue to be limitless.

The goals that were set in the original proposal were based on a much larger period of time than that which was actually given. This prevented any long range measurement of growth in students' math abilities. Based on observation, there has been extensive growth in many students relative to their knowledge of computers and in programming. Also, there has been improvement in specific mathematical areas drilled on the computer. One unanticipated outgrowth was the promotion of social growth in students who were introverted or reluctant to work with others.

COMMENTS

Based on my experiences I would highly recommend the use of micro computers as a learning experience. It has motivated previously unenthusiastic students. It also has developed orderly problem solving techniques as well as reinforcing basic math skills.

As an instructional tool, the computer system I used was more than adequate. However, if the computer is to be used as an organizational tool for thoroughly individualizing the math curriculum, I recommend the inclusion of a disk loading system. This would put the extensive information needed to prescribe tasks at the fingertips of the teacher. I would recommend computers for use with any student population.

I would welcome others to contact me about the use of the computer. In fact a communication network of computer users within the School District would greatly improve the effectiveness of each user's programs. Please feel free to contact me at AMY - Center City, 219 N. Broad Street. The phone number is 568-0590.

INTEGRATED TEAM STUDY OF ETHNIC PHILADELPHIA

DISCIPLINE AREA:	Social Studies
RECIPIENT OF GRANT:	Leonard W. Ottenbreit
SCHOOL NAME AND NUMBER:	Thomas Edison Project (555)
TYPE OF PUPIL POPULATION:	Tenth-Twelfth Grade Students
NUMBER OF STUDENTS:	40
AMOUNT OF GRANT:	$1,000
STATUS OF OPERATION:	Ongoing

OVERVIEW

The title of the course was "Integrated Team Study of Ethnic Philadelphia", and the primary idea was to take a heterogeneous group of youngsters and, by dividing them into small groups, attempt to alleviate the racial misconceptions and misunderstandings that exist in the tense Kensington-North Philadelphia area.

The second intent was to pair students with lesser academic skills with more competent students in order to raise the level of the basic skills of the under-achievers.

The final idea of the course was to improve the students' skills of interpersonal relationships through a real life experience, and to relate the academic area of social studies to the students' everyday experience.

GOALS

1. To effect an appreciation and understanding of the merits, accomplishments, and development of the black, Spanish, and ethnic white groups who live in the above mentioned area. In addition, it is anticipated that the participants will develop a sensitivity for the problems and frustrations of all groups.

2. To effect a marked improvement in the reading skills of the participants, and to take the students above basic recall and memory skills by developing skills in the areas of interpretation, application, analysis, synthesis, and evaluation.

3. To improve the students' abilities to carry out and maintain interpersonal relationships by having them work side-by-side in a directed team environment.

MATERIALS AND EQUIPMENT

8MM camera (secured); overhead projector (secured); movie projector (secured); opaque projector; transparencies; photographs, charts; Texts: Our American Minorities, Our Nation of Immigrants, Minorities U.S.A. (secured); Multi-Media Kits: The Melting Pot, Portrait of a Minority (secured), Accent on Ethnic America (secured), American Minorities (secured), and They Came To America (secured).

PROJECT IMPLEMENTATION

The spring and summer of 1979 were spent developing most of the materials to be used in the course. These included the following: 1) A series of overhead transparencies which illustrate the development and movement of the following racial and ethnic groups (Black, Spanish, English, German, Jewish, Polish, Irish, and Italian) in the city of Philadelphia for the years 1910, 1930, and 1960. 2) A questionnaire dealing with the feelings and attitudes of the students towards other racial and ethnic groups, 3) A series of short articles on each of the groups mentioned above in terms of the Philadelphia experience, 4) A series of individual and group learning packets, and 5) A collection of photos, maps, charts, etc. which show how the city has changed over the past century and how some of these changes have affected the goups beings studies.

This past September, a group of volunteer students were placed in heterogeneous groups of five according to their reading ability, sex, and race. An extensive trip schedule was established which included walking tours of neighborhoods as well as trips to those museums which lend themselves to the course. The School District's museum education program was also utilized. The questionnaire was administered, and the students then began working with the materials.

PROJECT OUTCOMES

It was still too early to evaluate the program on a goal-by-goal basis, but the evaluation plan and the findings to date are described on the following page.

To evaluate the first goal, the questionnaire will be administered at the end of the course and students' reactions will be compared with their feelings at the initial stage. The preliminary questionnaire indicated that there are many racial suspicions and misunderstandings in the group.

To evaluate the second goal, the Informal Reading Inventory (IRI) will be administered at the end of the year and the scores will be compared with the

scores on the IRI they took in Spetember. The Functional Literacy Assessment (FLA) results of the spring will be compared with those from the fall. Finally, CAT scores will be compared with those from last year in yet another attempt to assess reading improvement.

To evaluate the last part of the second goal, students will receive materials demanding higher academic skills as the course progresses. If the project has been successful, the students will be able to handle the work.

To evaluate the third goal, the students will fill out a form at the end of the course which will deal with what they have learned about working with other people.

In addition to the more specific data, teacher observations also will be used to evaluate the overall success or failure of the program.

COMMENTS

As far as specific problems in teaching this course, the following were the most prominent:

- The teacher must be extremely creative since there are very few prepared materials in this area. It is also imperative that the teacher have a background in the area of ethnic studies and the city of Philadelphia. The teacher should also be familiar with working with small groups of students and be versed in the use of individualized materials. It is important that the teacher have the ability and desire to plan and conduct the specialized fieldtrips which are such a necessary component of the program.

- In implementing the course there was one major modification which had to be made in order to get the program off the ground. My original plan was to design the course and have one of my teachers run the actual class, since I serve as the assistant administrator at the Edison Project. However, I was not able to find a teacher who met the above criteria, so I am also doing the classroom instruction.

In closing let me say that I would be willing to share this project with other teachers simply by having them contact me at the Edison Project, Willard and Amber Streets, zip code 19134.

INTERNATIONAL YEAR OF THE CHILD

DISCIPLINE AREA:	Social Studies
RECIPIENT OF GRANT:	Susan Shatkin
SCHOOL NAME AND NUMBER:	J.B. Kelley (647)
TYPE OF PUPIL POPULATION:	Kindergarten Students
NUMBER OF STUDENTS:	30
AMOUNT OF GRANT:	$1,000.00
STATUS OF OPERATION:	Ongoing

OVERVIEW

This project for kindergarten students entitled International Year of the Child was a social studies project designed to expose the children to the various cultures and ethnic groups that compose the world community. To do this the following activities were integrated: walks in the neighborhoods, creative dramatic plays, dance and rhythm activities for music appreciation, art activities, trips, letter writing, food preparation, mathematical concepts, and parent involvement.

GOALS

1. To develop a greater sense of self-awareness of their own traits and abilities.

2. To develop an appreciation for the individuality of other persons' appearances and behaviors.

3. To excel in academic achievement by becoming excited about reading, social studies, music and art through their first-hand experiences with cultural events and places.

MATERIALS AND EQUIPMENT

Books, records, crafts, toys and clothing items of African, Oriental, American Indian, Mexican and Puerto Rican cultures, trips, camera, and film and processing.

PROJECT IMPLEMENTATION

This is an ongoing project and focuses on various cultures throughout the year. An outline of the activities which focused on the American Indians is presented. These various elements were not all introduced at one time, nor will they stop on a certain date.

I. Social Studies

A. Reading informational books about Indians

B. Introducing hunting tools.

II. Language Arts

A. Student discussion about customs and traditions, homes, weapons, games, etc.

B. Creative Dramatic Play: dress up in customs, use crafts and artifacts, use Indian set for small world play.

C. Language specifically Indian Picture Writing

D. Literature such as Little Wolf and Annie and the Old One.

III. Art

A. Drawing pictures of Indians

B. Constructing teepees and totem poles

C. Sewing project i.e., collars, armbands and headbands

IV. Music

A. Playing authentic Indian music while children worked on projects

B. Teaching "The Buffalo Dance" to children

V. Trips

A. Walks to Fernhill Park, an area once inhabited by Indians

B. Visit to University Museum to give children hands on experience with authentic Indian artifacts.

VI. Cooking

A. Thanksgiving Feast - A sharing time for the children to experience "The First Thanksgiving"

B. Children prepared fruit salad and popcorn.

The main problem encountered with the implementation of this project was acquiring the materials. The typical books and records ordered through the standard sources were easily acquired. However, the problem arose when it became necessary to conduct transactions with small local merchants who provided items such as Chinese costumes and African crafts.

It was necessary to lightly adjust the original time span for some of the projects, since the school term started a little later for kindergarten children than for older students. Also, the sequence of certain activities had to be modified in order to build the basis upon which the more abstract learning is based.

PROJECT OUTCOMES.

1. The children have developed a greater sense of self-awareness by understanding and recognizing that they have many strengths which have been required of others in order to survive. They have further come to realize that members of various ethnic groups are different from one another and on a personal level have unique qualities that set them apart from their classmates. There are no concrete data to present which will substantiate the above statements. However, through observation of the interactions among the children, the adults in the classroom have recognized a developing sense of concern and appreciation for other children.

2. It has been noted that the children are not only able to recognize pictures of various American Indians as such but have become more sensitive to the appearance of others. This has been brought about by their comments on various television programs, pictures they have called to the attention of their classmates and teachers, in library books and comments made about people they have encountered on walks and in the school building.

3. The academic goals of this project are being accomplished. The concrete results will not be available before the end of the school year, at which time the children's maturational level will allow for objective testing in reading, writing, and math skills. At this time, the children have been able to demonstrate their knowledge of American Indians by conversing with adults and classmates, by drawing pictures, and by recreating experiences through dramatic play.

To date, this project has been an overall success. Students are looking forward to the opportunity to become better acquainted with Spanish Speaking, Oriental, and African cultures before the end of the school year.

The implication for instruction of the findings of this project quite clearly demonstrated that young children learn best through concrete activities that are made personally relevant. This was accomplished through sensory awareness and emotional experiences. It follows from here that when the student's interest is sustained the intellect will develop.

COMMENTS

It is my recommendation that this program be shared with any primary grade teacher who is looking for a way to engage their students in a personal learning experience. I feel, without hesitation, that any student population could benefit from the same learning that my kindergarten children are acquiring. The conditions that are required to make this a reality include: teachers willingness to be involved on a personal level, the availability of concrete materials that have a genuine quality to them, a list of suggestions, and time for sharing with others in order to identify pertinent characteristics in their individual neighborhoods. When one undertakes a project of this nature, the major concern should be that information made available to the children in no way demean, downgrade or make light of the characteristic qualities of any ethnic group.

I would be most happy to share with others the information that I have acquired through the carrying out of this project. I can be reached at the John B. Kelly School.

JOBS AND EMPLOYMENT OPPORTUNITIES JUST AROUND THE CORNER SERIES II

DISCIPLINE AREA:	Career Education
RECIPIENT OF GRANT:	Susan Gretz
SCHOOL NAME AND NUMBER:	Bok Area Vocational Technical School (306)
TYPE OF PUPIL POPULATION:	Tenth - Twelfth Grade Students
NUMBER OF STUDENTS:	90
AMOUNT OF GRANT:	$947.42
STATUS OF OPERATION:	Completed

OVERVIEW

The basic idea and intent of the project was to orient students on career skills, competencies in applying for employment and to develop successful habits and behavior leading to employment.

GOALS

1. How to complete job application forms, data sheets, letter of application;
2. How to respond and behave during an interview;
3. How to locate job opportunities.

MATERIALS AND EQUIPMENT

Just Around the Corner, Series II video tapes; student handbooks; modified television set; Sony video cassettes recorder model VO-2600.

PROJECT IMPLEMENTATION

The project was implemented during the regular classroom periods. A preview of each of the eight 15 minute programs were shown, at which time, each program's vocabulary and objectives were presented. After the preview, a specific program was shown and that was followed by class discussion.

Activities were centered around the Student Video-text assignments for each program with supplementary materials provided by the teacher, class discussions, and inventories on each program.

Each program took two classroom periods. The most significant problem was the fact that the Cambridge Publishing Co. advertised the tapes as being 15 minutes in length -- none met that claim. This made modification of the project necessary.

The teacher had to provide more supplementary materials and explanation of the assignments in the video-text, thus lengthening the time necessary fo fulfill the program objectives.

PROJECT OUTCOMES

The project was extremely successful, as evidenced by the high scores on inventories covering materials for each program. All the project goals were met. The students not only enjoyed the project, but also felt it was important to them. All the information was applicable to the real world.

The participants demonstrated a high interest level because they were told what the minigrant program involved in the way of cost and effort for all concerned. They showed special concern when it was discovered that none of the programs was 15 minutes in length as advertised by Cambridge Publishing Co.

COMMENTS

Based on my experience and findings, I would recommend the use of the student video-text and limited dependency on the taped programs because the latter are incomplete and insufficient as far as academic requirements are concerned. Although the video tapes are disappointing, the video-text goes beyond the programs in covering procedures necessary in seeking employment.

Those interested in working with the program would have little difficulty in setting it up on their own.

LEARNING THROUGH RISK AND CHALLENGE

DISCIPLINE AREA:	Physical Education
RECIPIENT OF GRANT:	Karen Graff Scholnick/Arthur Burdett
SCHOOL NAME AND NUMBER	Bartram School for Human Services (199) (SHS)*
TYPE OF PUPIL POPULATION:	Tenth - Twelfth Grade Students
NUMBER OF STUDENTS:	110
AMOUNT OF GRANT:	$ 975.39
STATUS OF OPERATION:	Spring 1980

OVERVIEW

The ropes course was designed to foster interdependent psycho-motor and affective learning, emphasizing a cooperative approach to risk taking. The specific focus for Bartram School for Human Services (SHS) was to be one of leading students through a series of physical exercises designed to foster mutual support among groups of individuals while encourntering moderate levels of risk. A special aspect of the ropes component was to be its facility for fostering desegregation.

GOALS

1. To develop an increased sense of personal confidence, mutual group support, increased joy in one's physical self, and being with others.

2. To provide developmental risk and challenge experiences to increase self-knowledge, experience physical and mental risk, and success and failure.

3. To develop the necessary physical skills and conditioning to participate in a low rope course including coordination, limberness, flexibility, and safety strategies.

MATERIALS AND EQUIPMENT

Track walk, sling ropes (3/8" gold line), carabiners, fidget ladder, criss cross, wild woosey, kitten crawl, 75' rope (for electric fence), Silva Polaris Compass, frisbees, soccer balls, trolleys, and brooms.

PROJECT IMPLEMENTATION

Although the equipment has been received, Ms. Scholnick and Ms. Adair, the authors of the proposal, are no longer with the project. Responsibility for

implementing this proposal was given to another teacher. The major problem in this endeavor has been acquiring a suitable site. The school is located at the Episcopal Church of the Savior at 38th and Chestnut Street. There was a Philadelphia Redevelopment Authority lot on the corner adjacent to the church. However, the authority is in the process of negotiating the sale of this property to the church. Upon completion of this transaction, The School District's Legal Department will be able to insure the area, and then the activities can be planned. Once this is done, the staff will build the appliances and begin the course.

PROJECT OUTCOME

Not Applicable

COMMENTS

*As of 2/28/80, all equipment and responsibilities of this project have been transferred to the Reynolds school.

LENDING LIBRARY

DISCIPLINE AREA:	Early Childhood
RECIPIENT OF GRANT:	Kenneth Brendlinger, Jr.
SCHOOL NAME AND NUMBER:	Holy Trinity Get Set Day Care
TYPE OF PUPIL POPULATION:	Pre-Kindergarten Students
NUMBER OF STUDENTS:	38
AMOUNT OF GRANT:	$558.00
STATUS OF OPERATION:	Completed

OVERVIEW

The intent of the project was to stimulate children's interest in books and reading. By allowing the children to make their own book choices and then take the books home, it was anticipated that the children would learn the importance of books, would want someone to read to them, and would be motivated to read themselves. Furthermore, if the child's interest is stimulated, his reading readiness skills would be enhanced. Through the availability and use of the lending library, the children would acquire reading readiness skills more readily and be more highly motivated to want to read books.

GOALS

1. Children will develop the pre-reading skills of visual preception and auditory discrimination through reading readiness experiences.

2. Children will become familiar with a wide range of books and expand their experiences with books in the school, home, and library.

3. Children will experience library procedures and enjoy taking books home and having responsibility for their care.

MATERIALS AND EQUIPMENT

File cabinet, file cards, library cards and posters, progress charts, flash cards, and hardback and durable paperback books on a three to six year reading level.

PROJECT IMPLEMENTATION

The program started by informing the parents of the intent and purpose of the project at a parent meeting, by sending letters home, and by posting notices

describing the project in the center. Next, a staff meeting was held to describe the project to the other teachers and aides in the center. Their help was enlisted by asking them to read the books in the class and to discuss the stories with the children stressing letter recognition, story concept, and sequence of events in the stories. Finally, the children were informed that books were going to be made available for them to take home. They were instructed on the care of the books and allowed to use the books in the classroom for two weeks before they could take books home.

Books were distributed every Thursday afternoon from 3:30 P.M. to 6:00 P.M. Books were signed out to parents, guardians, or older siblings of the children. These people were asked to read the books to the children as often as possible. The children themselves selected which books were to be taken home. Every Thursday, the children were allowed to select new books to take home, provided they had returned the book from the previous week. Books were read every day in the classroom, and children were allowed to make the selections. A progress report was posted in the reading corner. Every child received a star behind his name for every book he took home and returned. A card file was also kept on the books the children took home.

After two months the children were tested on letter recognition by using flash cards. They were also asked to define 20 words from a list and to give synonyms for 20 other words compiled from words used frequently in the library books and in the Developmental Behavior Checklist. The responses to these questions were recorded on the back of the children's file cards. During each reading session, a different child was asked to select a book and tell the story as the teacher turned the pages. At this time the teacher no longer sets aside a reading period, rather waits for the children to request stories to be read. The occurrence of the suggestion was also noted on each child's card.

Several problems were incurred in the beginning of the implementation of the project, requiring modification of the original proposal. The project was to be completed in the spring of 1979; but because of the lengthy procedures required by the School District for purchase orders, (which applicants were not informed of until after their proposals were accepted) and the slow processing of these orders by accounts payable, the books and filing cabinet were not received in time. The trip to the library was scheduled and the bus ordered for June. Because of the delay in receiving the books, this trip was taken before the project started. This trip would have been more beneficial at the end of the project as intended. When the project started in September, other commitments arose and books could be distributed only once a week, rather than twice a week as intended. Because of the center's intake procedures, there were fewer children in the beginning of the project than intended, and many children started in the project a month later than others. All of the children did not participate every week because the people

picking up the children in the afternoon were not always willing to take and sign for books.

PROJECT OUTCOMES

Goal I was measured by testing the children on letter recognition, definition of words, synonyms of words, and recogntion of a sight vocabulary. Of the 40 children who participated in the program, 60% were able to give an adequate definition of the 20 words. Fifty-six percent were able to give synonyms for ten or more of the twenty words asked. Forty-seven percent were able to recognize at least half of the letters in the alphabet, and every child was able to name at least one letter. Very few children developed any sight vocabulary. The goal was achieved for some, but not all, of the children.

The second goal was achieved because all the children took some books home. They were all exposed to a new group of books in the school that was not previously available to them. All of the 4 year olds were able to tell a story to the class by looking at the pictures in a book being held by the teacher. Only a small percentage of the three year olds could tell a complete story in sequence.

The third goal was achieved because all the children did experience library procedures by taking the books home and viewing the sign-out procedures. They all wanted to take books home and read them in the classroom. Every day at least one child suggested that books be read, and most requested a specific book. They exercised great care by keeping the books their own reading corner in an orderly fashion, and understood and followed the behavioral rules of being in a library.

The project itself was successful because it exposed children to many books which otherwise would not have been available to them. All the children expressed a greater interest in reading and learning to print letters and words. Motivation and interest were the key components of learning, and both components were generated by the project.

Although the final testing results do not seem to be impressive, it was not the intent of the project that every child be able to perform all tasks completely. Because of the age differences and amount of time children spent in the project, it was assumed that the results would not be the same throughout the student population. The time spent at home with parents reading the books was a variable that could not be measured. Because the project involved two classrooms, ascertaining how much time was devoted to using the books in the other classsroom was another variable that could not be measured. The findings on sight vocabulary were not surprising, and it was probably an unrealistic goal to set.

Observing children using the books and hearing their requests to have books read were the most important outcomes. The goals of generating interest and having the children experience many activities with books were achieved. The findings showed that the more experiences the child had with books and the more times he felt comfortable and successful with books, the more he would want to use books. The project greatly enhanced the child's experiences because he was allowed to take the books home and be responsible for their care. Many times during the day, children asked if they could go to the reading corner to look at books. The foundation for learning was being laid at this very important age level. The readiness skills the child develops now determine to a great extent how well he does later on in school.

COMMENTS

I would most definitely recommend this project to other teachers in pre-school programs and in elementary schools. If you are looking for very specific goals, the project should be limited to the children in your own classroom. If, however, you are more interested in the general goals of giving the students experiences with books, the student population could be enlarged.

It is important at the pre-school level to involve the parents as much as possible. While the parents should still be informed at the higher grade levels, it is the students themselves who would be signing out for the books and reading them.

I would not set unrealistic goals nor put pressures on the students to perform given tasks. The purpose should be to let the children get enjoyment from books and experience success. It is important at the higher grade levels to allow the children to pick their own books and discover their own reading levels. Frequent visits to the neighborhood library should be incorporated into the program. Do not discourage a child from taking a book that you think is too difficult for him.

Anyone interested in the project could contact me at Holy Trinity Get Set Day Care, 1943 Gerritt Street.

MATHEMATICS THROUGH VIDEO

DISCIPLINE AREA:	Math
RECIPIENT OF GRANT:	Bruce Shanker
SCHOOL NAME AND NUMBER:	Kensington High School (501)
TYPE OF PUPIL POPULATION:	Tenth-Twelfth Grade Students
NUMBER OF STUDENTS:	600
AMOUNT OF GRANT:	$1,000
STATUS OF OPERATION:	Ongoing

OVERVIEW

This project was designed to tape television programs about mathematics from various sources and to use them in the mathematics classrooms at the appropriate time. The intent was to be able to schedule a program when it was needed instead of relying on movies which do not always arrive when scheduled. Also, the intent was to increase the computational skills of the students by motivating them through the use of television and video tape.

GOALS

1. Students will show measurable improvement on a standardized achievement test.

2. Students will be motivated to learn additional approaches to computational skills, measurement skills, and basic consumer math.

3. A more positive attitude toward mathematics will be developed through the use of a multi-media and hands-on approach.

4. The project will decrease student class cutting and increase class attendance.

MATERIALS AND EQUIPMENT

One Beta-format video cassette recorder and player (VCR)
One color television for playback of the cassettes
Blank video cassettes for recording programs off the air or with use of video camera
Worksheets on the topics to be taught through the use of the VCR

PROJECT IMPLEMENTATION

A videotape recorder (VTR) and a color television (CTV) were purchased through the Board of Education. Many programs have been taped from various sources for use in the mathematics classroom. Some programs are still being recorded each week.

The programs have been classified into fifteen units and are as follows:

1. Going Metric: Four part series on the metric system.

2. Mathematics Action Program: Illusions, Tessellation and Data Tracing.

3. Language of Grants.

4. Infinity Factory: Twelve Half-hour programs #201 and 218-228.

5. Probabilities of Zero and One.

6. Mathematical Relationships: Ratio, Probability, Geometrical Shapes, Number Pattern, Large Numbers, Fractions, Games, Puzzles and Logic, What Are Numbers, The Metric System, Approximation and Estimation, and Statistics.

7. Sets, Crows and Infinity.

8. Exploring Mathematics: Eight part Xerox Series.

9. Beginning Mathematics.

10. Measuring Films.

11. Measure Metric.

12. Miscellaneous Metric Topics: Great Metric Mystery, Metric Manuals, and Meter Readers.

13. Academic Topics: Subject movies such as "Flatland" and motivation films such as "Benjamin Banneker".

14. Miscellaneous Topics.

15. NCTM Elementary Mathematics Film Series: Twenty-five programs on computation and currenly being taped.

The mathematics department at Kensington High School has been using the VTC, CTR, and programs that have been recorded. Worksheets have been designed to go along with most of the program.

There were relatively few problems in setting up the project. Most of the tapes were recorded before the grant was approved using the teacher's home equipment. The procurement of the VTR and CTR took much longer than

anticipated, thus, instead of the desired implementation in spring 1979, the project was not implemented until fall 1979. Also the amount of time to prepare worksheets was underestimated, thus the worksheets have not been completed for all the taped programs.

PROJECT OUTCOMES

1. It is still too early to tell what gains, or losses, have been attained. The California Achievement Test has not been administered yet and will not be given until February, 1980.

A few teacher-made tests were made and used in some classrooms. Two mathematics classes in which students were of approximately the same abilities were tested. One class was called Class A and the other Class B. Class A was taught one topic with the use of the video equipment and Class B was taught the same topic without the use of the video project. The results were compared. Class A did not use the video and Class B did. Class B did slightly better than Class A.

2. Using the VTR and CTY, a lesson on Chisanbop was presented. A guest on the "Tonight Show" demonstrated the Korean system of finger calculations. A worksheet was developed by the teacher and a lesson built around this program. This lesson was used in class and the students were greatly interested in it. As a result, many subsequent classes were held using Chisanbop to perform mathematical operations.

3. Students have asked more questions about mathematics and have learned more about mathematics because the taped programs were interesting and entertaining.

4. The project does not appear to have decreased class cutting or increased attendance. However, the students that do come to class are interested in learning mathematics.

Due to the entertaining aspect of television, students were more interested in watching television than doing work. By combining the interesting aspects of television with lessons drawn from the television, the students have learned more.

The project also attempted to decrease students' cutting and increase attendance. Perhaps this project was not workable toward this goal. The socio-economic status of our student body may be a factor, and it is very hard to bring about changes overnight. It is hoped that the dissemination of the project in the neighborhood, class and school attendance will improve.

COMMENTS

I feel that the use of video tape in the classroom is just one tool that the teacher will be able to use. Its uses are versatile. The videotape machine can be used by

most departments of schools. I am using the video in mathematics. It is also being used at our school by the Social Studies Department for discussion on Iran and other current events. It can be used in Reading and English. Due to the great versatility of the videotape machine, I recommend that funds be made available to schools that wish to purchase video equipment. I feel that the use of video will benefit our students.

I would be willing to share my expertise of video equipment with other individuals. I should be contacted through my school. I would be willing to help others duplicate the tapes that I have recorded.

MICRO LEARNING

DISCIPLINE AREA:	Mathematics
RECIPIENT OF GRANT:	James Martinson
SCHOOL NAME AND NUMBER:	Powel Middle Years Alternative (139)
TYPE OF PUPIL POPULATION:	Sixth-Eighth Grade Students
NUMBER OF STUDENTS:	25
AMOUNT OF GRANT:	$951.85
STATUS OF OPERATION:	Ongoing

OVERVIEW

Micro learning is a program for math students who scored in the lowest levels of Philadelphia's Math Level Tests. Students were to be given five periods a week to work on the computer. Half of the period was to be spent on math areas they needed to work on. The other half of the time was to be spent on learning to program math areas for the computer.

GOALS

1. Students will become motivated to improve their math skills.
2. Students will improve their skills in fractions, decimals and percentages.
3. Students will learn how computers work and how to program them.

MATERIALS AND EQUIPMENT

Radio Shack TRS-80 16K RAM Micro computer, Math I program, Statistical Analysis Program, Level I Basic Computer Course, extra program tapes for student use.

PROJECT IMPLEMENTATION

Project implementation ran into a number of problems. The computer was not received until September. This did not allow enough time for operators to become familiar with its operations. The computer was not of the type originally ordered and did not have the software of the original computer. The time allowed in the original proposal for each child to work on the computer was impossible to achieve with only one computer.

PROJECT OUTCOMES

The findings are not clear at this point, as not enough time has elapsed. The children enjoy working on the computer, but it is too soon to tell about academic results.

Discussion of this project should center around the use of time. For the goals to be attained, the computer needed to be delivered sooner so that there was sufficient time to develop or acquire software. The computer itself should be used almost as a course or as a minicourse built into a regularly scheduled week for student and teacher. This would mean, given class size, more computers would be needed. Computer assistants (either students or aides) would be useful.

COMMENTS

Based on my limited experience, I would think the use of microcomputers should be encouraged at all school levels. All subject areas can use computers as aids to learning. Computers could be used for reading, math, English, science, and record keeping. Users need to keep in mind that, for best results, add on equipment such as printers and floppy disk systems are needed. The software needed by most school systems would have to be developed by that school for best results. This means that interested parties should acquaint themselves with the time needed to develop their software as well as with the monetary aspects of the program.

I would be willing to be contacted about computer projects at the MYA School for Humanities, 382-5265.

MODEL PROGRAM FOR SCHOOL PHOBIC STUDENTS

DISCIPLINE AREA:	Special Education
RECIPIENT OF GRANT:	Lorraine Brown
SCHOOL NAME AND NUMBER:	Homebound Instruction
TYPE OF PUPIL POPULATION:	Seventh-Twelfth Grade Students
NUMBER OF STUDENTS:	5
AMOUNT OF GRANT:	$1,000.00
STATUS OF OPERATION:	Ongoing

OVERVIEW

There is a significant incidence rate of school phobia among junior and senior high school students who are served by the Homebound Teaching Service. The intent of this project was to instruct these students in a less restrictive setting than the home. Also, it sought to promote the mainstreaming of such students to other educational sites (junior and senior high, skills center, magnet schools, etc.) within a reasonable period of time.

GOALS

1. To support two Homebound teachers in their establishment of an alternative educational placement for junior and senior high school phobic students.

2. To realize through this placement, a reduction of such students from the Homebound Role in a more reasonable time period.

3. To gain for these students, the mainstream educational placement which meets the student's educational goals and the attainment of a high school diploma.

MATERIALS AND EQUIPMENT

Three calculators, one camera and flash, and twenty film packs.

PROJECT IMPLEMENTATION

Two Homebound teachers met twice weekly with three to five students at the Roxborough Free Library Branch. During these three hour sessions, the students were instructed in their various subjects, individually or in groups of three participants. The students were able to use various facilities of the library such as the book, record, and filmstrip collection. Periodically, the students were taken on trips to other schools and/or places of interest.

A problem which occurred was the hesitancy on the part of one parent to participate in the project. The Homebound teacher visited and phoned the mother several times before the student was brought by the parent to the site. This student was quite eager to participate.

PROJECT OUTCOMES

The two teachers began meeting with the students at the Roxborough Free Library Branch, thus Goal 1 was met. One of the five students was able to begin a "normal" school program within a six month period, as a result Goal 2 was met. One of the five students will be receiving a high school diploma in June, 1980, thus Goal 3 will be met.

The project has been an overall success. Two students will be able to enroll in a normal high school program in the fall of 1980. That will yield four mainstreaming cases out of a possible five. The fifth student's case will be considered by the Child Study Evaluation Team (CSET) in the near future.

This program could and should be duplicated in several other areas of the city so that other school phobic secondary students can be served in this less restrictive environment. At the present time period (January 1980-June 1980), the program will continue at the present site.

COMMENTS

Recommendation has been made that this program be used by other Homebound teachers of secondary school phobic students. Other teachers who are interested in this project are invited to contact Lorraine Brown, Homebound Teacher, through the Homebound Services at 401 North Broad Street, seventh floor (923-4550).

MOTIVATION ACTIVITY PROGRAM (MAP)

DISCIPLINE AREA:	Pupil Personnel and Counseling
RECIPIENT OF GRANT:	Louis Dowling
SCHOOL NAME AND NUMBER:	Fitzpatrick School (839)
TYPE OF PUPIL POPULATION:	Kindergarten - Fifth Grade Students
NUMBER OF STUDENTS:	25
AMOUNT OF GRANT:	$300
STATUS OF OPERATION:	Completed

OVERVIEW

The project was designed to enable the counselor to work with a large group of students in modifying their behavior and academics. This was to be achieved via individual contracts in which the child could earn a free time activity period of 15 minutes per day. The free time was to accumulate and be "spent" in half blocks of time.

GOALS

1. To increase academic self-motivation among the target group;
2. To make better use of counselor time for non-special education children, through the employment of group methods
3. To improve peer group relations among the target group.

MATERIALS AND EQUIPMENT

Greenhouse, photography, leather crafts, games, and slide presentation.

PROJECT IMPLEMENTATION

At a staff meeting, the project was explained and explicit directions were given as to the population that would be served. The staff was asked to keep a tally of the rate of incidence for one week before making the referral. They were then asked to write up a brief, but specific referral including the rate of incidence.

Then the children were interviewed and an attempt was made to solicit from them what they saw as problem areas. If their concerns matched those of the teacher, no more than two problem areas were identified for solution. The child was then given a tally form which was to be maintained in cooperation with the teacher. If the child did not recognize any concerns, a joint conference was arranged with

the teacher so that the problem areas could be defined. It was then retallied. At 2:30 each day, the child brought the tally form to the counselor. If he/she was eligible to remain for the activity period, he/she did so. If not, the child returned to class.

Children selected the activities. The activities included leather crafts, games, art work, and care of plants. Leather crafts and care of plants were conducted in large groups, while other activities were carried out individually. The biggest problem was obtaining referrals from teachers. It was very slow at first (possibly because teachers had to do some record keeping). In order to facilitate the referral process, the counselor undertook the responsibility of maintaining the records of any conferences that were held with teachers. As a result of the counselor undertaking the record keeping, teachers seemed more willing to become involved in the project. The second problem was that the project could not start at the beginning of the school year; it was necessary to wait until the teachers could identify their children.

A modification was made, and that was to hold the activity period on a daily basis as opposed to the Tuesday and Thursday plan originally submitted. This was mainly because the rate of incidence of the behaviors was such that it necessitated daily rewards. After a period of time, some children could be placed on an every other day schedule.

PROJECT OUTCOMES

The children involved improved in the specified areas of concern (behaviors, academic, and attendance). This was evident through the frequency of children coming to the activity period. As a result, Goal One was attained; however, it is premature to state that the children have internalized academic motivation and that there would be carry-over without reward.

Goal 2, availability of a counselor for non-exceptional children, was achieved despite the addition of new special education classes.

Goal 3, to improve peer group relations, was accomplished in a very natural manner in that the children selected their games and generally needed a partner to play with. Initially, the number of games were limited so that it necessitated interaction.

Overall, the project was a success because the goals were achieved, the climate in the classroom improved, and the children's self concepts were enriched.

COMMENTS

I would highly recommend this project and procedures to other counselors and teachers. The concept would work with any school population, the activities would have to change according to age. I would be willing to have other personnel contact me at school; 632-6373.

NEIGHBORHOOD YOUTH CORPS LIFE SKILLS PROGRAM

DISCIPLINE AREA:	Career Education
RECIPIENT OF GRANT:	Edward Booker and Gregory Smart
SCHOOL NAME AND NUMBER:	Neighborhood Youth Corps
TYPE OF PUPIL POPULATION:	Twelfth Grade Students
NUMBER OF STUDENTS:	21
AMOUNT OF GRANT:	$1,000
STATUS OF OPERATION:	Completed

OVERVIEW

The Neighborhood Youth Corps-Youth Employment Program Life Skills Program was a multi-media curriculum for group and individual vocational teaching/ counseling designed to help high school students choose, find, get, and maintain employment or a training program.

GOALS

1. Facilitate the movement of Neighborhood Youth Corps-Youth Employment Program clientele into the world of work.

2. Develop procedures and activities unifying the course content of vocational and industrial arts and one or more academic areas.

3. Establish a career education and vocational resource center for Neighborhood Youth Corps-Youth Employment Program clientele.

MATERIALS AND EQUIPMENT

California Occupational Preference System testing booklets, Overhead projector; 20 dictionaries; one cassette tape recorder; Handbook of Job Facts (Science Research Associates); Easel-Flip Chart, and one calculator.

PROJECT IMPLEMENTATION

The project was implemented by using video and audio tapes, student manuals, teacher's guides, role play and skill building exercises, video and audio tape feedback, acetates, questionnaires, evaluations and feedback. The following activities were conducted by the students:

1. Explored their interests, abilities and job satisfaction variables.

2. Investigated occupational fields, jobs of interest, continuing education and training programs.

3. Identified and used sources of information such as want ads, personnel offices, employment agencies and community resources.

4. Learned to write business letters and make business telephone calls in pursuit of job information and interviews.

5. Assessed their personal and vocational options, made choices, set goals which were realistic and achievable, and developed specific plans to reach those goals.

6. Presented themselves effectively to prospective employers on application forms and in job interviews.

7. Developed strategies and habits that will aid in keeping a job.

8. Made work site and post-high school training visitations and had guest speakers come and talk about their area of expertise.

One problem arose while students participated in this program. The projected attendance rate was 95-97% because of the nature dynamics of the SLSP, and compensatory nature of the NYC Program. However, the actual attendance and promptness percentages were 91%.

The above problem was ameliorated with group and individual counseling techniques. Only one person out of 21 was terminated.

The modifications were, largely, logistic (i.e. moving to a larger classroom for student comfort; procuring cooling fans because of sporadic air conditioning operation; procuring desks that add to student comfort; and a writing area, etc.).

A didactic technique modification was made because if 85-90% of the written exercises were administered to the students, they seemed to respond less, write less concentrate less and in total learn less.

The exercises were made more verbal, more physically active, and more affective. This allowed them to participate more in the dynamics of the learning process by using more sensory and cognitive faculties. Thus, more interest was generated and a greater amount of learning took place.

PROJECT OUTCOMES

1. Quite a few of the students soon realized that for the kinds of jobs/careers they wanted (some increased their options after being exposed to the program) they would need some additional training beyond high school.

Therefore, of the 21 students enrolled this summer, eight graduated and were eligible to enter the "world of work" on a full time basis. Four found jobs on their own and four applied and were accepted into training schools.

2. In order to unify vocational/career education content in one or more academic areas, words and concepts commonly found in the "world of work" with traditional didactic techniques were integrated (i.e., vocabulary lists, writing business letters, computing taxes and wages, reading aloud from student workbooks, etc.). Written exercises, evaluations, and daily student verbal feedback were used to determine if the goal was achieved.

3. With the $1,000 mini-grant funds, it supplemented the resource center with job preference system booklets, dictionaries, an over-head projector, a Handbook of Job Facts, a calculator, and an easel.

COMMENTS

Based on our experience and findings we would most enthusiastically recommend our procedures and program to other teachers, counselors, job developers, student and youth advocates, career education specialists or anyone interested in human development.

Our target population were those students who were (a) in 12th grade or going into 12th grade - we concentrated on these students because we wanted them to practice their employability skills during the program and soon after graduation; (b) at least 16 years of age or older - we found that there are more jobs available for this age group; (c) not immediately going to college, jr. college or the Armed Services - we found that if the students didn't practice their employability skills soon after leaving the program, there was less chance of them utilizing them as time passed. Plus, we needed a group for follow-up study purposes; (d) planning to work or enter a business, vocational/technical training situation after high school - this is the primary purpose of the entire program.

We also found that students coming into the program, mostly as strangers to one another, more effectively facilitated group dynamics and cohesion. We utilized small group settings (6 - 15) in semi-circular seating arrangements to facilitate group cohesion and learning. A regular size high school classroom seems to be an adequate space for most activities.

If other teachers, counselors, etc. wish additional information, they may contact:

Messers Edward Booker/Gregory Smart
Neighborhood Youth Corps/Youth
Employment Training Program
2600 N. Broad Street
Philadelphia, PA 19132
299-1342,3

NEW STRATEGIES FOR THE TEACHING OF ITALIAN CULTURE, CIVILIZATION, AND LANGUAGE

DISCIPLINE AREA:	Foreign Language
RECIPIENT OF GRANT:	Nicholas F. DiArenzo
SCHOOL NAME AND NUMBER:	South Philadelphia High School (301)
TYPE OF PUPIL POPULATION:	Eleventh and Twelfth Grade Students
NUMBER OF STUDENTS:	30-50
AMOUNT OF GRANT:	$1,000
STATUS OF OPERATION:	Completed

OVERVIEW

Through the use of opera libretti, audio-visual materials, and books on art, architecture, and culture, the students participating in this project were to have been exposed to the wide variety of Italian Culture. These areas of culture were those not necessarily contained as part of the regular curriculum for high school students of the third and fourth year level enrolled in an Italian course. The students were expected to use the materials ordered for this purpose throughout the school year in a number of group and individual projects -- projects determined in advance with the approval of the teacher.

GOALS

1. To introduce the students to an appreciation of certain trends in Italian Art -- from the Byzantine period to modern painter and architects.

2. To demonstrate how music, and in particular the opera, are reflected in the libretti and themes of this musical form.

3. To develop an awareness of the structure of language through the use of contrastive analysis of Italian and English.

4. To give cultural insights in the use of Italian and to develop a deeper understanding of personal relationships through the use of the various nuances of language.

MATERIALS AND EQUIPMENT

30 copies of Il Giro d' Italia from the National Textbook Co.
30 copies of Le Regioni Italiane from Italian Publications, Inc.

One set of operas: I Pagliacci, Cavalleria Rusticana, La Boheme, Aida, Rigoletto
Filmstrips: Italy, Venice the City of Canals, Pompeii, and History of Ancient Rome
Reference Books: Ricerche; Michelin Green Guide; I Geni dell'Arte

PROJECT IMPLEMENTATION

The project was divided into two areas of concentration. The first area introduced Italian opera to the group. Before presenting this phase of the project, the students were supplied with background information on opera in Italy. The specific opera chosen in order to introduce this study was Giuseppe Verdi's, Aida. The students researched the life of the composer and were asked to write a biographical report on the composer. The students were given highlights from the opera libretto.

The group studied one act each day. The text of the opera was read, and difficult expressions were explained. The theme of each act, character development, and also some references to Egyptian Culture and history were made as part of the background information for this opera.

Many words and phrases were of a poetic and musical genre; the students were curious about this difference. Wherever possible, the poetic forms were rendered in modern Italian prose so as to give a clearer understanding to these words. After studying each act, the musical rendition of the act was played in class, however, this was limited only to the main arias of the act.

The second area of concentration dealt with a series of slides, filmstrips and readings, which introduced the architectural and artistic trends found in various cities of Italy. Of particular interest were the cities of Florence and Rome. The students traced the main trends of art -- Gothic, Byzantine, Roman and Baroque. Correlative readings and pictures were used in order to illustrate the great heritage of art in all its forms for which Italy has been responsible over these last two thousand years.

PROJECT OUTCOMES

Cultural and linguistic aspects were evaluatated by criterion-referenced testing procedures. Overall, the project was a success even though, because of time limitiations, many aspects of the whole project were not attempted.

The response from the students was good. They were attentive to the arias and pictures, which became especially relevant to them for the first time because they had now formally studied them. There was an emphasis on the use of Italian Language, which was enhanced by an intriguing story and beautiful music. Many students, for the first time, were exposed to the artistic and musical wealth of Italy.

COMMENTS

Based on my findings and my experience, I would recommend the use of all these materials. This project should only be attempted in the third or fourth year of study in Italian if the target language is to be used almost exclusively. Though it is important that only the target language be used, it would also be helpful and more productive if the teacher presents a vocabulary list of particularly difficult words and terminologies in English -- especially with regards to artistic forms with which the student may not be familiar in English.

Teachers may contact me at South Philadelphia High School, telephone number: 463-2342 for further information and help.

PHOTOGRAPHY CENTER

DISCIPLINE AREA:	Early Childhood
RECIPIENT OF GRANT:	Joan B. Waldbaum
SCHOOL NAME AND NUMBER:	Overbrook Parent Co-op Nursery
TYPE OF POPULATION:	Pre-Kindergarten Students
NUMBER OF STUDENTS:	20
AMOUNT OF GRANT:	$1,000.00
STATUS OF OPERATION:	Ongoing

OVERVIEW

The basic intent of this project was to introduce preschool children (ages 4 and 5) to photography, and to then use the resulting photographs to supplement the ongoing math, science, and language arts programs. It was expected that the photography would sharpen the children's observations of the world around them, and help them to capture on film those things which were of interest to them.

The group was to take trips to various places in the city and surrounding suburbs, develop the films, and make an individual photo album for each child. Each child would dictate a short story about each trip to be put in an album.

GOALS

1. To provide the child in the classroom laboratory with (a) direct physical experiences (e.g., use and care of materials and responsibility for cleaning up); (b) social experiences (e.g., cooperation with individuals within the group, respect for property); (c) emotional experiences i.e., faith in ability to achieve success, OKness for things not turning out "right", and willingness to use various types of materials; (d) intellectual experiences, i.e., understanding how the camera operates, measuring, chemical changes, etc.

2. To help the child take his interest in photography out into the world so that he/ she will develop an expanded awareness and aesthetic awareness of the physical environment (i.e., people, places, things and nature). He/she would truly begin to "see" and experience the world around him/her.

3. To stimulate experimentation, originality, and creativity (taking pictures of what he/she likes). Also, to enable the child to experience his/her "effect" on the physical environment as preschoolers and to feel that they have no control over their surroundings.

MATERIALS AND EQUIPMENT

Twenty instamatic cameras; films; flash cubes.

PROJECT IMPLEMENTATION

The grant provided cameras, films and flash bulbs for twenty children and with buses to transport the participants to the selected sites. In October, the group went to Linvilla Orchards and in November, they visited the Italian Market. In December they will be at the City Hall Courtyard. January will find them at Schuylkill Valley Nature Center, and they will visit Penn's Landing in the spring. Therefore, exposure to a variety of sites, including both inner city and country were planned.

It was decided that children would not develop their film because facilities were not available at the site to build a darkroom. Also, the teacher felt uncomfortable about having preschoolers working with chemicals. As a result, each family very willingly paid for the developing of their child's film.

So far, the only problem that occurred was that films received were for slides instead of the print. The unused films were exchanged. There was an added feature in the project as children were able to have both slides and photos of their journeys.

PROJECT OUTCOMES

1. Each child was taught how to load his/her own camera and how to operate it. They learned that some pictures turn out and some don't. Their enthusiasm has remained high despite some failures. They all achieved some success, which has contributed to building good self-images.

2. The children's world has been expanded as a result of visiting a variety of places. Since this is a cooperative nursery program, the parents also joined the children during the trips, so their world expanded too. The teacher experienced new things even though she had been to these places before. Seeing a place through a child's viewpoint opened up an entirely new world to the teacher.

3. There were no restrictions on what the child could have taked a picture of. From the trip to the Italian Market, there were photos of scales, people, green peppers, dead fishes and rabbits, and live turkeys as well as people taking pictures of people. (This certainly constituted a wide variety).

The project was a success. The group not only had great fun but saw places and things they never would have had the opportunity to experience without this grant. When the children loaded the cameras in preparation for a trip, there was much discussion about past trips and where the group was going this time. When the albums are completed, each family will have a lasting momento of their year's participation in the nursery school program.

There was one modification in the program and that was not having children develop their own film. Special paper that develops by light alone has been purchased so that the children can be exposed to that process. Children will be using this special paper later on in the school year.

COMMENTS

This type of project is recommended for students of any age group. It would make students more aware of the world around them and offer success, a most important factor in the life of a person of any age. Without the grant, the cost of the cameras and films would have been too great for this school to purchase. Thus, other classes interested in this type of project might consider some kind of fund raising project, or call on their PTA or some community organization for help. Classes with older students could make use of Teacher Advisory Centers for developing the films.

As for the trips, they were wonderful. If cost is a factor, a walk through the neighborhood, or use of public transportation, or pictures of their school or schoolmates could be substituted for trips requiring the use of buses. The possibilities are really limitless.

I would be willing to share my feelings about this project with other teachers. I can be reached at 878-6789 between 8:45-12:30 A.M.

POULTRY INCUBATION AND BROODING MANAGEMENT

DISCIPLINE AREA:	Science (Agriculture)
RECIPIENT OF GRANT:	James E. Tatro
SCHOOL NAME AND NUMBER:	Saul High School (t04)
TYPE OF PUPIL POPULATION:	Ninth-Twelfth Grade Students
NUMBER OF STUDENTS:	96
AMOUNT OF GRANT:	$1,000.00
STATUS OF OPERATION:	Completed

OVERVIEW

The intent of this project was the development of skills and abilities necessary to correctly incubate, brood, and manage a flock of broiler chickens. Students involved in these projects develop a real sense of accomplishment from placing fertile eggs in an incubator, candling these eggs to check embryo development, proper management of temperature and humidity levels, and calculation of hatching date and percent of hatch. Students were able to go on to the brooding of the newly hatched chicks, record keeping to determine rate of gain and pounds of feed required per pound of gain. They then were able to process the finished product. The ninth grade student was able to experience all facets of production within the nine week orientation period.

GOALS

1. Students will become competent to adjust and operate an incubator through hands-on experiences of operating an equipment.

2. Students will gain proficiency and a sense of accomplishment through hands-on experiences and the rearing and management of a boiler flock.

3. Students will experience a sense of accomplishment in being able to take a project to completion within a nine week period.

MATERIALS AND EQUIPMENT

Audio Visual materials, Brooder and Broiler Battery Units, Egg Candling, Equipment, Incubator, Instructional Test.

PROJECT IMPLEMENTATION

Certain changes have been made to facilitate implementation of the initial project. Included in these changes was an alternation of the original incubator to provide for automatic turning on, an essential for a good hatch. It has also been necessary to provide additional water space for the growing birds than was provided in the broiler battery included in this project. Overall goals of the project

have been met with increasing productivity and utilization of the physical materials to accomplish the above preset goals. Students are highly motivated by this type of experience.

PROJECT OUTCOMES

Through the use of tests, observation of students, and observation of successful hatches, as well as birds raised to market size, it became obvious that this project was a success. The students' comments as well as comments from parents indicated that this has been a successful learning experience.

COMMENTS

In my opinion, any project which can supply a student with concrete factors which he himself can use to determine his success or failure is going to be a success. Thoughout this project, there are test points where a student may stop and analyze the outcome, ascertain whether or not a particular aspect was profitable, and then continue or alter the present course.

The present project will be repeated with the previously mentioned alterations. It is my hope to be able to purchase Broiler Breeder hens and cockerels and be able to maintain a school flock of breeders to raise my own hatching eggs rather than to purchase these. Certain materials may also be provided to upperclass students in poultry production who have indicated an interest in undertaking projects for FFA program awards.

I would highly recommend the use of any project which, as I said before, provides the student with self-measuring factors in the determination of success. I realize that I am in a unique area at Saul with this type of project. I hope to report on the progress and accomplishments of this type of a poultry project in the Agricultural Education Magazine at a future date.

PROJECT ART START

DISCIPLINE AREA:	Special Education
RECIPIENT OF GRANT:	Susan Rodriguez
SCHOOL NAME AND NUMBER:	Overbrook School for the Blind (448)
TYPE OF PUPIL POPULATION:	Third-Sixth Grade Students
NUMBER OF STUDENTS:	30
AMOUNT OF GRANT:	$990.60
STATUS OF OPERATION:	Completed

OVERVIEW

Project Art Start was a course in art appreciation with the goal of familiarizing elementary school children at the Overbrook School for the Blind with major art forms and artists so that they may better understand and enjoy all art--including their own. While the average child may have had some exposure to the visual arts, the visually impaired child may be particularly exluded from this area based on his/her lack of sight yet, be equally and fully capable of aesthetic pleasure and knowledge as his sighted peers. Early involvement with art appreciation would provide the children with the opportunity to develop an awareness and sensitivity that would be transfered into other aspects of learning and living while fostering a source of continual enrichment.

GOALS

1. To provide a fully comprehensible and inclusive art appreciation program that will be both instructive and stimulating.

2. To familiarize children with major artists and art forms so that they may better understand and enjoy all art, including their own; and to incorporate this knowledge as a source of continual enrichment.

3. To develop aesthetic sensibilities and increase sensitivity through seeing and experiencing art; to become aware of the relationship(s) between art and the world around us (nature and the environment).

MATERIALS AND EQUIPMENT

Art and nature slides, art books, canvas boards, reproduction of posters, films, frames, folding mobile screens for display, tape cassettes, and art materials such as paints, brushes, etc.

PROJECT IMPLEMENTATION

In order to familiarize children with the major artists and periods in art, many methods and materials were incorporated. The various aforementioned materials were utilized as well as pictorial materials, experience charts and teacher-made information notes. Each "Art-Starter" had his/her own notbook for the organization of lessions, illustrations, and frames.

Direct, hands-on experiences encouraged children to be involved in the art process. While receiving information through the aforementioned sources, children were responsible for filing "detective" reports on art work; as well as creating their own matching games and puzzles. Each week a "roving reporter" went out on "assignment" to "cover" an artist and/or art work, which was discussed during art circle. Children developed the ability to make aesthetic judgement through discussion and debate over art works and reproductions.

Workshop activities with visiting artists, museum visits and related multi sensory lessons were coordinated with slide shows to provide a full program, while reinforcing goals as stated. Art created during these special opportunities was shared through showcase and wall display, word-of-mouth, and the school newspaper.

Project Art Start basically followed the original plan in its implementation, where the most challenging issues became one of containment. Each lesson lent so many possibilities for extended units and workshops related to a singular particular aspect, thus, unless one stayed within the original guidelines, students could easily be lured too far away from the point of focus. Modifications within the program existed in meeting the special needs of the severly visually limited children by providing Braille material, tape cassettes, large type, and 3-dimensional interpretations of art, as well as optical aids.

PROJECT OUTCOMES

1. One of Art Start's major goals was to "turn on and tune in" the children to art in a broad sense. The art experience was made accessible to the children, physically and intellectually. While vocabulary and experiences were being built, care was taken to avoid intimidating children with advanced art history jargon. The growing enthusiasm of the children as evidenced by their eagerness for more involvement with the project has lead the teacher to conclude that this goal was achieved.

2. The degree of familiarization gained with basic art history terminology, chronology, and artists were measured by having the students identify items within these groups. Through the use of slide showing and reports, the children were able to recognize and provide appropriate responses. Children succeeded in this area with relative ease.

3. If the development of aesthetic sensibilities can be judged through the teacher observation of increased awareness and the ability to preceive meanings that exist beyond the obvious; then it must be said that Art Start did accomplish this goal - thereby laying the foundations for aesthetic literacy.

The effective accomplishments of Art Start objectives suggest that further application of these methods to other areas of art and crafts (folk art forms) can be undertaken. Many major contributions of cultures and ethnic groups to the art world could be further explored in a follow-up project conducted in the same manner as Project Art Start.

COMMENTS

The methods and materials developed through Project Art Start could be made adaptable to both the art room and classroom as a basic approach to art appreciation. It could also serve to familiarize children with essential information and as a stimulus to expanding the children's interests.

Project Art Start should ideally be implemented by a working (artist) teacher, who would bring the program to life by offering his/her own enthusiasm, sharing his/her committment and involvement in the art field, as well as drawing upon a wealth of personal experiences. Because the goals of the program deal directly with the teaching of art history and appreciation, the teacher's strong background and interests in these areas would be most desirable.

If the special-needs children at the Overbrook School for the Blind were fully capable of comprehending and enjoying art appreciation, then there seems little doubt that Art Start principles could be applied widely to other student populations. In order to present the information and lessons most effectively, dissemination of the project's philosophy, goals and implementation would be best realized through a series of workshops and accompanying seminars. Before other teachers could comprehensively incorporate this program, their particular needs would have to be addressed, such as budgetary limitations, class size, available materials and space, teacher's own background, etc. These concerns would be best addressed through the kind of exchange offered in a series of workshops. I would be willing to discuss the implementation of Project Art Start in this capacity, since a workshop would need to take place prior to this usage in a classroom.

Please feel free to contact me at my job location:

Overbrook School for the Blind
Program for the Visually Handicapped
School District of Philadelphia
64th and Malvern Avenue
Philadelphia, Pa. 19151
Telephone: 215-GR 3-4101

READING AND WRITING IN THE SCIENCE STUDY AREA

DISCIPLINE AREA:	Science
RECIPIENT OF GRANT:	Joseph Phillips/Bryan Hill/Richard Moon
SCHOOL NAME AND NUMBER:	Edison High School (555)
TYPE OF PUPIL POPULATION:	Tenth Grade Students
NUMBER OF STUDENTS:	175
AMOUNT OF GRANT:	$1,141.00
STATUS OF OPERATION:	Ongoing

OVERVIEW

This project was designed to advance the reading and writing skills of students through the study of science. Students would specifically develop reading skills in the science mode by gaining their scientific information chiefly through reading and would progressively bring more information to their scientific reading, thereby increasing their comprehension levels. Also, students would advance their writing skills by communicating their knowledge of scientific processes and procedures through writing, thereby increasing their ability to transmit information and organize data according to the requirements of scientific discourse.

GOALS

1. Students will develop reading skills of a general sort as well as the unique skills required to decode and comprehend scientific language.

2. Students will develop skills in following directions from written instructions and demonstrate success in carrying out hands-on experiments in the laboratory.

3. Students will learn to write coherent reports of paragraph length describing procedures and recording results of laboratory activities.

MATERIALS AND EQUIPMENT

Golden Guide Series by the Carolina Biological Supply Co., ten copies of Dictionary of Biology; seventy copies of You And Your World by Xerox Education Publications; sixty copies each of #1-3 of Concept and Challenges in Earth Sciences; a set of Young People's Science Encyclopedia; Learning About and Pal Health Books by Xerox Education Publication; a set of TD901 - TD918 Macmillan Series; A Bingo Game of Biological Terms; six boxes of 99746-0 IIS Data Punch Cards.

PROJECT IMPLEMENTATION

Implementation of the project began in September, 1979. Initially, a pretest was administered to determine the reading level of the student population. In addition, a test of writing skills was devised and administered as a pretest. The reading-proficiency pretest was devised from a sample of scientific discourse determined through the Fry readability scale to be placed at the 5.9 grade reading level. Then the reading sample was administered as a pretest to the students as a CLOZE readability assessment to determine which students were at that (5.9) instructional level. The students were pretested to determine proficiency in writing skills in the following way. Students were required to list in proper sequence a specific laboratory procedure and were instructed to record each item in the list in a complete sentence properly punctuated. Student responses were quantified in the following catagories -- sentence attempts, sentence success (syntax), punctuation (endstop only), capitalization (first word only), and accuracy in recording sequence.

In the instructional phase of the project, students were required to read scientific discourse which had been determined to be at the grade 4 reading level and advanced toward instructional reading levels at or near grade six. All laboratory activities contain both reading and writing dimensions which required students to read instructions to list procedures in proper sequence (always using complete sentences), or to write paragraphs supporting scientific conclusions with supportive data obtained from laboratory experiments (again always using complete sentences).

The chief problem encountered in conducting this project with students seriously deficient in writing and reading skills was the delay in lab activities which the writing component always imposed. Difficulties arose, then, in the attempt to complete all of the intended lab projects. Still, it was felt that the communication skills were too important to be overlooked, and that the delays described here, though a nuisance, must be tolerated in the interest of achieving the goals. Therefore, the program is being modified only to the extent of retarding the pace of the planned activities.

PROJECT IMPLEMENTATION

It is too early at this time to determine the outcomes of the project, or to assess the success in meeting the goals. The project got underway in September, 1979. Any measurable results cannot be determined until June, 1980. At that time, a posttest will be administered, using the same procedure as described above for the pretest. At that time, it is expected that at least 50% of the students will have achieved the 5.9 instructional reading level for scientific discourse. The pretest

showed that less than 2% had achieved that reading level. It also is expected that all students will achieve 80% overall success in describing a laboratory procedure in proper sequence and list each step in sentence form, properly capitalized and punctuated.

It has been found, however, that the students in the project consent to the writing and reading requirements of the program without resistance and despite their grave deficiencies in skills, they do not display that writing paralysis so common among students with less than minimal writing skills. This is an indication that the students realize that the reading and writing processes here are initimately related to specific, concrete achievement in gaining and communicating information.

COMMENTS

We would strongly recommend that teachers of science adopt our program with their students who are gravely deficient in reading and writing skills. Such a program requires, however, that the instruction be, to a large extent, activities-oriented. The instruction should proceed from laboratory activity to scientific inference rather than the other way. It is necessary, also, that the teacher have, not only quantities of laboratory material, but also quantities of reading materials in the scientific mode, all of which is at or below grade 6 in readability. No teacher equipped with only a conventional science or biology text could embark on such a program as this. It is necessary, also, that this reading material be replaced. Hence, a start-up budget as well as a maintenance budget would be of the first importance.

RESOURCE CENTER COMPUTER

DISCIPLINE AREA:	Special Educaiton
RECIPIENT OF GRANT:	Robert William Cote
SCHOOL NAME AND NUMBER:	Olney High School (702)
TYPE OF PUPIL POPULATION:	Ninth-Twelfth Grade Students
NUMBER OF STUDENTS:	80
AMOUNT OF GRANT:	$599.00
STATUS OF OPERATION:	Ongoing

OVERVIEW

Handicapped students in the mainstream are often in need of tutoring in specific math and reading skills directly related to the content of a particular mainstream course. Thus, this project was designed to assist the mainstreamed handicapped student by reinforcing basic math and reading skills through the use of the Apple II computer, which would provide the necessary repetitious practice in an exciting and unusual manner. The Resource Center would be a learning environment in which time would be of the essence. The computer would allow for the expansion of the individual instructional system at the center.

GOALS

To improve reading (word analysis and comprehension) and math skills for special education students in the mainstream and in self-contained Educable Mentally Retarded (EMR) and Learning Disabled (LD) classes.

MATERIALS AND EQUIPMENT

Apple II computer, teacher composed programs for above computer.

PROJECT IMPLEMENTATION

The Apple II computer was received only recently. Despite this fact, use of the Apple II has begun.

Initially it took a couple of weeks to learn the programming to the degree that the teacher could provide instructions for classroom use. To date, three programs have been written, recorded and used: Introductory Tape (How to use it). Reading Comprehension (Short stories with comprehension questions), and Spelling (Practice Tape).

PROJECT OUTCOMES

The computer has been well received by students using it. Students easily learned how to respond using the key board.

Since the computer was received recently, the outcomes have not yet been addressed. However, based on observations, the Apple II has had a very high demand quality from the students' point of view. There has been much excitement about the continued use of the Apple II in the Resource Center.

Future tapes which have been planned are: Reading-Drawing Conclusions, Trivia, Cloze Reading Techniques, and Math-Basic Word Problems.

It would be ideal to share tapes with other Apple users. (It takes a long time to write and record even a short interactive program.)

COMMENTS

I will make a full report in May or June and by that time, I should have some hard data to present.

THE ROAR OF THE CROWD AND THE TASTE OF THE GREASE PAINT

DISCIPLINE AREA:	Reading/English/Language Arts
RECIPIENT OF GRANT:	Jare (Gerald) A. Sausaman
SCHOOL NAME AND NUMBER:	High School For Creative & Performing Arts (202)
TYPE OF PUPIL POPULATION:	Ninth or Eleventh Grade Drama Students
NUMBER OF STUDENTS:	25
AMOUNT OF GRANT:	$1,000
STATUS OF OPERATION:	Ongoing

OVERVIEW

The Roar of the Crowd and the Taste of the Grease Paint was primarily a laboratory course in the practical application of theatrical make-up. It also was designed to familiarize the student with current (in print) and past (library research) literature in the field. A comprehensive vocabulary of materials and supplies was a part of the study unit. Also included was a listing of the major manufacturers of theatrical make-up and retail suppliers to whom the students wrote for catalogs and price lists. Students involved were required to collect, classify, and present a make-up morgue (scrapbook) of pictures and articles concerned with and helpful in the creation of character faces. Both a pre-program test and a post-program test were administered to evaluate the student's gains. The unit was organized to present the skills needed for facial analysis, corrective techniques, application techniques, care of supplies and materials, self evaluation of success, and reasearch. The teacher presented these skills by demonstration, explanation, and one-to-one consultation. Film strips, "How to" manuals, and textbooks were used as further aids by the teacher and the students. The course included the specific study of the following areas: straight make-up (corrective make-up), old age, middle age, clown make-up, fantasy make-up (non-realistic), and character make-up.

GOALS

1. In line with "System Wide Goals" (School District) numbers three and five, this is an application attempting to fund some of the necessary materials to carry out the drama program at CAPA.

2. To familiarize students with the literature and media presentations available on this subject. This would also include the background of research concerning this skills area.

3. To develop the vocabulary and techniques, as well as their use, along with the development of the specific skills necessary for their successful application.

4. To assist students to bring a more refined interpretation to the character and the play with which they were involved.

MATERIALS AND EQUIPMENT

Books: Stage Make-up, Fashion in Hair, and The Technique, Film and Television Make-up for Black and White; Filmstrips: "Black Make-up", "Animal Make-up", and "Stage Make-up"; Equipment: Frensel - "Pee Wee" and Lamps LIII; Supplies: Number 7 Charter Make-up group kits, group kits for Black performers, 2 oz. clown white, 3/16 inch make-up brushes, nose putty, 1 oz. spirit gum, face power, make-up guide, and clown skulls and wigs.

PROJECT IMPLEMENTATION

In early March, 1979, at the time of writing this application for the Teacher Mini-grant Program, it was anticipated that materials and supplies necessary to teaching the unit would arrive in time to begin the unit in late April. However, these necessary items were not delivered until September, 1979. Due to building problems beyond the teacher's control, students were not rostered to a full-day schedule until late September, 1979.

The unit was originally designed for 11th grade students rostered to a triple period block daily for drama class. Unfortunately, the teaching roster for 1979-1980 did not provide this time block for 11th graders, therefore, the unit was implemented with a 9th grade class which was rostered for a double drama period two days a week (Monday and Friday). Because of these necessary changes of student level and time allotment, the originally planned time line (lesson plan) implementation had to be completely revised and expanded. At this time, approximately one half of the unit has been covered.

PROJECT OUTCOMES

Despite the fact that the unit was only half way toward completion, the goals have been achieved. The students have become familiar with the vocabulary, literature, media, and application techniques involved in the creation of theatrical make-up. They have been practicing and are becoming more efficient and proficient in the execution of character interpretations.

The results of the Pre-program Survey Instrument (results presented earlier) and the results of the Post-program Survey Instrument as originally planned cannot be compared until the unit has been completed in late February, 1980.

Without a doubt, the unit has been a crashing success. The students have been motivated and have displayed tremendous growth and development in the skills taught and practiced.

Due to the outstanding progress and success of this unit with the pilot group of 9th graders, this same unit has been taught to several other drama groups. It has proven to be equally as successful thus far. This unit has been adapted so that it can be presented to several dance groups who come to the drama department as minor students. They have proven to be very enthusiastic and highly motivated, also.

This unit has proven to be so successful that plans are being made to expand its scope and techniques with more practice sessions, additional techniques for film and television, and other special effects and/or products that are useful in the field.

COMMENTS

I sincerely recommend the utilization of this unit to any teacher who feels they are skilled to do the demonstrations requisite to this program. However, the filmstrips incorporated into the unit do an excellent job of presenting the application techniques. Any students interested in the performing arts would certainly find this unit beneficial, no matter what their grade level. It is necessary, however, to have a sufficient time allotment (2 to 3 hours per session). Mirrors and bright lighting are also an absolute necessity.

I would welcome any teacher contact concerning this project or adaptation of it. I am available for consultation at the following:

Jare' A. Sausaman
High School for the Creative & Performing Arts
260 South Broad Street
Philadelphia, PA 19103
545-6192

SELF AWARENESS MOTIVATION PROJECT

DISCIPLINE AREA:	Special Education
RECIPIENT OF GRANT:	Judy Zalkin
SCHOOL NAME AND NUMBER:	Barton Elementary School (720)
TYPE OF PUPIL POPULATION:	Fifth Grade; Educable Mentally Retarded (EMR), Learning Disabled (LD) Students
NUMBER OF STUDENTS:	75
AMOUNAT OF GRANT:	$1,000
STATUS OF OPERATION:	Ongoing

OVERVIEW

The Self Awareness Motivation Project was stated as being a blending of the affective and behavioral approaches to education; that is, (1) it would concentrate on the development of the individual and his image while also providing the structure and basic curriculum content that each individual needs for growth within a behavior modification program; (2) it would use the activities and events associated with the above statement to establish the foundations of "Mainstreaming", by the continual interaction and participation of regular and special education students through the school day.

GOALS

1. To help each child improve in the basic arithmetic and Language Arts skills.
2. To strengthen each child's self-image
3. To help each child develop his critical thinking as it relates to decision-making and interpretations.
4. To encourage and help each child to develop and demonstrate appropriate socialization.

MATERIALS AND EQUIPMENT

VTR and prerecorded tapes and blank tapes; movie camera and tapes; Polaroid, film and flash cubes; food and cooking utensils; sewing materials; newspapers and magazines; transparency materials.

Art supplies: Liquitex paint, bristol paints, game making materials and puppet materials.

PROJECT IMPLEMENTATION

The following classroom activities were discussed, student organized, and practiced by the 75 pupils until they became a routine method of handling student problems. These activities contributed to our language arts, arithmetic, social studies, and affective social aspects of our program.

1. Court trials

   Students need a vocal outlet to assist them in handling upsets and/or anger. Mock court trials were held with students serving as judges (students who won the student of the month awards) lawyers, witnesses, and jurists. This method provided students with a fair way of arbitrating disputes and presenting evidence, while developing in the student an appreciation for our Justice System. In addition, it helped each child develop his critical thinking, decision making, and interpretation skills with real meaningful happenings. This activity also achieved goal three of our project.

2. Daily Report Cards and Points

   As a method of daily home contact, each teacher in the project devised a particular daily report system geared to the individual classroom needs. The following were common features of all the reporting systems: (a) Students evaluated themselves in certain areas; (b) Students earned points for academic social and emotional achievement; (c) Points (a particular number of each class) bought an "earned time" reward where opportunities were given to work on special projects or with equipment not used during the regular day; (d) Parents were required to sign the report cards each night or points were not counted.

   The behavior on reporting sheets were modified since the students' needs changed during the year. A copy of the behavior-on-report sheet was enclosed with the evaluation report.

3. Field Trips and Other Activities

   First, the 75 students in the program have organized, planned, prepared and served an Easter Breakfast, a puppet show with "popcorn treat" for several classes not participating in the program and a parent-student picnic. A parent-student classroom get-together, a Halloween luncheon and a Thanksgiving dinner were also planned.

   Secondly, these students have been to the Playhouse in the Park, center city, Penn Mutual Building, Franklin Institute, Pretzel Factory, and other

companies in the community within a walking distance. In addition, a two mile tour of the area north of Barton, ending with a lunch at a restaurant.

Third, the students made puppets, paper-mache objects, paintings, still-film stories, video-film productions and newspaper and book productions.

Finally, student-student tutoring, script writing, circle talk dealing with personal difficulties, shopping experiences for the dinner or cooking projects were incorporated in each day's session.

PROJECT OUTCOMES

1. The Philadelphia Math Levels and Criterion Reference Tests were used. These tests were given to 75 students in September 1978, January 1979, and May 1979. The math and reading levels of 69 students in the program advanced upward one or more levels. Six students remained at their September 1978 level. The California Achievement Test (CAT) scores in math and reading were compared from 1978 to 1979. The following were evident: In the regular class of 33 students, 25 students increased their scores in both areas by one or more points and eight students either maintained or fell in one or both areas. Factors to be considered in the latter results were that some children did not complete the tests due to absence and the teacher verbally participated in the 1978 test, while in 1979 the students took the test without any assistance from the teacher.

   This was the first year students in the special classes at Barton took the CAT, therefore it will not be evident until 1980 if this program affected the scores for these students.

2. The Thomas Self Image Scale was used. A polaroid picture was taken of the students, and then he/she was asked questions about himself/herself. It was found that, in the beginning of the project, many students refused to have their pictures taken and/or, when taken, they did not want to discuss them. However, as photographs, film and the T.V. unit became common materials to the program, the students asked almost every morning when the photographs on the T.V. unit were going to be used. By May, 1979, only two of the 75 EMR students overtly refused to be anywhere near the cameras. These same two students were the only participants in the program who continued to view themselves as not being part of any group or activity, whereas the other 73 students enthusiastically joined together for any activity. This explanation was determined from teacher observations and student feedback.

3-4 Both of these goals were achieved as evidenced by the following outcomes: (a) Court trials and/or circle sessions became the way to settle student disputes in a democratic and acceptable way of expressing one's strong feelings; (b) Students self-evaluations tended to expand from one or two words in April, to two or more sentences in October, 1979. (The EMR students did not use daily reports cards due to constant teacher reassignments in the beginning of the project.); (c) A parent survey comment form was sent to 75 homes and 35% of the forms were returned. Parents' attitude toward the program were positive. During the scheduled or non-scheduled face-to-face conferences with parents and during events parents were invited to attend, teachers also received positive feedback about the project and offers from parents to assist in the classrooms; (d) Faculty members outside of this project made positive comments about "mainstreaming" and the supportive atmosphere that the program created. They suggested possible students in their own classes who would benefit from aspects of the program in October and also joined these students in a Halloween Parade. Two of the teachers expressed an interest in joining the program if the program was continued.

Generally, the project was and continues to be a success. In terms of pupil absences, most parents commented that even though their children were sick, they wanted to come to school. Absences by students who had a history of excessive days out of school, was down 75% over last year at this time. The goals have been accomplished and in doing so, staff members have taken a greater interest in the project. In addition, the community librarian met with a group of students from the project three times a week and presented book reviews to each group's interest.

The findings of the program indicated that children of different academic and social levels can be together and share, help, and tutor each other without anyone feeling bad about her level of ability. It was evident from the project that when a child felt good about himself, had his social and emotional problems under control, and was able to find releases in acceptable forms , his academic achievement increased. The structure of the learning environment and classroom management techniques for certain types of students would be of interest for further study.

COMMENTS

I would recommend the use of our procedures to teachers who are willing to give up the dominant role in the classroom and step aside and gently guide students into finding solutions to problems, or to set up problems with many alternative solutions. This type of classroom management is not for a traditional teacher, rather it is for a teacher who believes in the eclectic methods of learning.

I think it is important to state that many Special Education classes employ daily report sheets and behavior modification because the classes are small. However, we have shown that the same techniques can be used in classes of thirty-five or more students, with students handling most of the responsibilities.

Teachers interested in contacting the teachers who are participating in this program may write us through the pony at:

Self-Awareness Motivational Project
Rooms 205, 210, 203, 206
Barton Elementary School
"B" and Wyoming Avenue
Philadelphia, PA 19120

SENSORY PERCEPTION AS AN OBSERVATIONAL SKILL - SENSORY WRITING

DISCIPLINE AREA:	Reading/English/Language Arts
RECIPIENT OF GRANT:	Faith Silver
SCHOOL NAME AND NUMBER:	Thomas Creighton Elementary School (724)
TYPE OF PUPIL POPULATION:	First - Third Grade Students
NUMBER OF STUDENTS:	125
AMOUNT OF GRANT:	$569
STATUS OF OPERATION:	Ongoing

OVERVIEW

This project was designed to improve students' ability to make observations by focusing on the use of the senses.

Various activities concentrated on each one of the senses in isolation, and a final activity combined the use of all of them. The tasks were planned to promote active involvement by the students and to create an environment that encouraged the use of language, both oral and written.

GOALS

1. The ability to make observations will be improved.
2. Active participation by the students will take place and be reflected in both oral and written expression.
3. Inferential reasoning skills will increase and improve.
4. Students' vocabulary will be extended.

MATERIALS AND EQUIPMENT

Fish tanks, stands, equipment and fish; six copies of Look Again by Tana Hoban; file folders, transparencies, grease pencils; overhead projector; picture books; filmstrips; small familiar objects in paper bags and/or boxes; plastic opaque bottles; spices, candy, baking ingredients, and utensils; writing paper and pencils; gerbils and guinea pigs with cages and food.

PROJECT IMPLEMENTATION

The sensory experiences have been conducted in four classes and in whole and small group settings. Recording (written) of the activities have taken place

in small groups and individually. All activities have included note-taking, discussion, and a written story or riddle. All of the written work has been dated and kept in folders. Each group has its own folder for work done as a team, and each child has a folder for work done individually. The end product will be books of stories and riddles written by the pupils.

Listening activities include identifying taped sounds, describing sounds heard through open windows, and describing the sounds and guessing the identities of familiar objects enclosed in boxes. Seeing activities include observing tropical fishes, guinea pigs, and gerbils, describing and guessing the identities of photos in Look Again by Tana Hoban, and watching wordless filmstrips. Touching activities include using "mystery" bags (small paper bag with familiar objects) wherein, each child describes an object in the bag without naming the object and the other children identify the object from the child's description. Tasting activities include using various edibles such as salt, sugar, oranges, lemons, and brown and vanilla chocolate. The children are blindfolded and asked to hold their noses, at times, in order to discover the relationship between the sense of smell and that of taste. Smelling activities include identifying substances enclosed in small plastic containers. Finally, cookie baking will be used to integrate the five senses. Each small group of children will prepare and bake its batch of coookies, record all observations made through the senses, and write a story from their observations. This activity will take place in the Home Economics room.

PROJECT OUTCOMES

Although the project is still being implemented and no final determination of its impact can be made, it has been observed, thus far, that the students' vocabularies are being increased and their listening, observing, classifying, and organizing skills are improving. The mechanics of written expression are being learned and/or reinforced. Many children are becoming more comfortable with writing compositions as well as with presenting them orally.

COMMENTS

The following comments were expressed by the teachers whose classes are involved in the project.

The experience of working in small groups has provided for the practice of socialization skills and has allowed more pupils the opportunity for greater language expression. The use of older students as aides in this situation, for grades 1 and 2, has been a positive learning experience for both the younger and older children.

Caring for the animals and fishes seems to have instilled a heightened sense of responsibility in the children that has transferred to other classroom activities.

The oral presentation of the pupils' stories and riddles, often recorded and often performed using a teacher-made cardboard "TV", has increased the children's enjoyment of the project and has appeared to influence the improvement of reading and speaking skills.

The teachers have expressed the desire to replicate this type of program next year.

SHORTHAND IPM (INDIVIDUALIZED PROGRESS METHOD)

DISCIPLINE AREA:	Career Education
RECIPIENT OF GRANT:	Jacquelyn E. Massey
SCHOOL NAME AND NUMBER:	West Philadelphia High School (102)
TYPE OF PUPIL POPULATION:	Eleventh-Twelfth Grade Students
NUMBER OF STUDENTS:	30
AMOUNT OF GRANT:	$989.35
STATUS OF OPERATION:	Ongoing

OVERVIEW

The program was designed to aid the students in Shorthand II to successfully maintain a high level of competency in the subject area in order to make a smooth transition into Shorthand III. It was also designed to provide individual instruction to those students who might otherwise drop out of Shorthand II and not go on to a Shorthand III course.

GOALS

1. To retain a higher number of shorthand students form Shorthand II to Shorthand III.

2. To raise the level of accuracy and speed building in shorthand transcription.

3. To provide immediate feedback to students in order to help overcome their individual weaknesses.

MATERIALS AND EQUIPMENT

IPM Gregg Dictation and Transcription Cassettes, IPM Gregg Dictation and Transcription Tapes, IPM Gregg Shorthand Kits, Electronic Wireless Shorthand Lab.

PROJECT IMPLEMENTATION

Due to the fact that the department (Business Education) already had the necessary hardware (steno lab equipment) with which to use the various shorthand materials, the implementation of the program was not difficult. The students were given shorthand packets and an outline specifying exactly how they were to proceed with the materials. After successfully completing the specified assignment, this included self-check tests and self-check transcription tests, the students were placed on tapes for speed building. So far, no problems have arisen.

PROJECT OUTCOMES

It will not be possible to determine whether this program has successfully retained a higher number of shorthand students until September, 1980. The students have shown improvement in the level of accuracy and in speed building in shorthand transcription based on theory and speed tests that were administered. The answer keys were provided in each packet thus, the students were able to know immediately how well they did in transcription exercises and self-check tests.

Overall, the program appears to be operating successfully as a result of the various extra exercises and tests which were administered by the teacher in order to reinforce the students' skills.

Business educators will need to gear and aid the students in developing shorthand skills because of the great demand for qualified secretaries in industry. Any type of instructional material that may contribute to this goal should be explored and tested to determine if it can develop competent secretaries and stenographers.

COMMENTS

I would wholeheartedly recommend the use of my procedures to other teachers. A teacher would be able to utilize all or parts of the program to any student population with modifications, of course. I would be more than willing to have teachers contact me concerning this project.

STUDENT TELEVISION EXECUTIVES

DISCIPLINE AREA:	Reading/English/Language Arts
RECIPIENT OF GRANT:	Roberta Millard
SCHOOL NAME AND NUMBER:	Simon Gratz High School (401)
TYPE OF PUPIL POPULATION:	Twelfth Grade Students
NUMBER OF STUDENTS:	60
AMOUNT OF GRANT:	$915.00
STATUS OF OPERATION:	Ongoing

OVERVIEW

Gratz students in Communications English needed career exploration and guidance for making educational and occupational decisions in the field of communications media. Rather than visiting broadcast facilities, simulation of broadcast situations offer students a reality-based experience needed for understanding the complexities of the broadcast industry. Students needed a real-world framework to become more effective and efficient in writing, reading, speaking, and listening.

The McKnight materials were used to give students the opportunity to study the principles of establishing a television production company and then actually set up their own company. Once established, students were to competently write and produce television programs.

GOALS

1. Students will understand the principles and procedures of the television broadcasting industry.

2. Students will appreciate, understand, and perform activities related to careers and occupations in audiovisual communication.

3. Students will develop skills in writing, performing, producing (technically), and evaluating communications materials.

MATERIALS AND EQUIPMENT

Communication materials: Thirty-five copies of Audiovisual Media textbooks and workbooks, filmstrip, cassettes, transparencies, games and tests. School equipment: tape recorder, videotape recorder, record player, records, microphone, and miscellaneous materials.

PROJECT IMPLEMENTATION

The materials arrived in September. A filmstrip/tape introduced the program and students made career selections based on interest. At the completion of the program they will make their selections again, having had experiences in a number of fields. The introductory course material was on communication process via books, overhead transparencies, and filmstrip/tape.

The first major phase was Corporate Management. Students learned and discussed objectives, ownership policies, financial support, corporate goals, etc. Students then formed their own corporation - Solid Gold Productions. Stock was issued, a charter completed, and a board of directors elected.

Currently students are learning all aspects of operating equipment. This is the prerequisite to the production phase. All of this has taken longer than originally anticipated, but is working out very well, as guest speakers from the television field and field trips have been incorporated.

The major modification undertaken for this project was the amount of time scheduled. The formats and scripts for original programming will be developed next. Then the third phase which is the actual production of the programs, will be implemented. Students will be producers, directors, cast, and crew. Costumes, backdrops, props, etc. will be used.

PROJECT OUTCOMES

Students clearly understood the principles and procedures of establishing a production company. This was evident by high grades on quizzes covering the subject matter and by students establishing their own television corporation, including issuing stock.

Students have begun to perform the activities related to the careers of equipment operation of the television industry. Each student has mastered one specific area and some have mastered several areas. The production career related activities are yet to come.

Students have yet to develop writing, performing and producing skills, but based on the way things have gone, it is clear that the students strive to be successful. Even now they are learning evaluative skills in the operation of equipment.

Overall, the teacher was very pleased with the students' commitment to learning in the Communications Class which had not been in evidence in previous years. There is an immeasurable advantage to having textual and workbook structure to use. They validate content which otherwise seemed too abstract to take seriously.

It has taken much longer for the students to learn the material than anticipated which may be due to the fact that the time guidelines suggested in the teaching manual were used. These guidelines greatly underestimated the time needed for certain activities to be accomplished. The total curriculum structure is intricate and demands the teacher be very, very familiar with the materials to be used and procedure to be followed. However, an excellent year long structure is provided. The results have been encouraging and thus, has added to the teachers' enthusiasm about this project.

COMMENTS

Based on my experience and findings, I would recommend these procedures only to teachers seriously interested in teaching the full breadth of television production in a structured manner. The teacher must be willing to invest extra time and energy into mastering the procedures and content. However, for this teacher, the curriculum is extremely valuable. The program works best with 11th and 12th grade students who have elected some type of television communications course. In addition, radio and film units are included in the curriculum.

I feel very fortunate to have had the opportunity to implement something I have wanted to use for a long time. I would be more than willing to talk to other teachers interested in this program. I am available at Simon Gratz High School.

TECHNICAL JOURNALISM FOR WRITING AUGUMENTATION

DISCIPLINE AREA:	Reading/English/Language Arts
RECIPIENT OF GRANT:	Jerrie Newman
SCHOOL NAME AND NUMBER:	M. L. King High School (606)
TYPE OF PUPIL POPULATION:	Ninth-Twelfth Grade Students
NUMBER OF STUDENTS:	17
AMOUNT OF GRANT:	$995.00
STATUS OF OPERATION:	Ongoing

OVERVIEW

The intent of this program was to cross departmental lines (English, Commerce, Printing) to train students to be fully employable as producers of in-house publications in industry, schools, churches, social and political organizations. While students were learning these skills to become employable, they would be producing booklets of poetry or stories written by other students in English classes, particularly in the elementary and junior high schools.

GOALS

1. To provide an inexpensive printing service for any school in the system, providing that printed material be the original work of students.

2. To train a cadre of high school students in techniques of lay-out, headline setting, page print design, type justification, paste-up and minimally difficult printing.

3. To raise skill levels in English mechanics: teach use of machines commonplace in industry; instill respect for deadlines.

MATERIALS AND EQUIPMENT

Table top 10 x 15 printing press (324 A.B. Dick Table); Stripprinter for headlines (owned by the school newspaper); Q4X Level IV justifying typewriter.

PROJECT IMPLEMENTATION

1. Instead of 30 students receiving six weeks of intensive English instruction 17 students received nine weeks of intensive English instruction.

2. The equipment was expected by the end of six weeks. Long delays were experienced but by March 15, 1980 all equipment had been delivered.

3. To fill the gap, the students developed a stylebook of grammar and English usage which they will eventually print and distribute to all the students at King if a way is found to underwrite the cost of the offset paper and the chemicals essential for printing.

4. All students were to have typing skills before being rostered to the class. Three did not, so they were taught to type while other students worked on the stylebook.

PROJECT OUTCOMES

1. We are reaching the goal of providing an inexpensive printing service. Two teachers outside our building and all the English teachers within our building have been contacted for the purpose of offering services. Fifteen booklets are being proofread, typed, laid out, and printed. This work will be completed by June 15.

2. The students have increased their awareness of correct spoken and written English. They corrected each other's "I seen" and "I be" street English and discuss points of English in the stylebook. They argue over standard English and spelling during proofreading.

3. They have been learning the use of the Stripprinter (which already had been obtained for our school newspaper) and have learned to use the QYX.

4. The QYX office staff will help place all students in jobs this summer.

The speed and dispatch with which equipment could be obtained when a teacher tries to put together a program without outside help was overestimated. Costs also were underestimated. The project now has no source of offset paper or chemicals. A light table and supplies for the Stripprinter are needed. The part of the program instituted so far has been quite satisfactory. The students have been improving in English usage. In the English classrooms, students have written original plays, stories, poems, and advertisements knowing these would be printed.

COMMENTS

Would I recommend that other teachers try to cross departmental lines to set up a course such as this? The District VI Superintendent, Mr. Lionel Lauer, and

my school principal, Mr. Louis E. DeVicaris, have been marvelously supportive, but their power is limited. I had written a much larger program two years ago and when it was praised but not instituted, I was so convinced of the need for this cross-departmental approach that I tried to do it alone. This experience has not shaken my faith in this total approach to learning, but I wouldn't recommend that anyone else try to do something this experimental without adequate continuing resources.

I fully intend to reach out to many other teachers in many other buildings as soon as I get this course fully operative. The problem is that I will have to get them to charge their students or get money from their schools to buy supplies since I have no source of funds to buy the needed paper and materials.

While we waited for the equipment to arrive, I began training the students in selling the idea of a printing project of student works. When one of the Technical Journalism students had "sold" a class on the idea, that TJ student became the "boss" of the job, and working with two other students as her "employees," edited, laid out, and printed the booklet for the class, thus teaching business skills.

I gave the students a pretest on punctuation at the beginning and will give them a posttest in June. Objectively, at this time I can say the project is working. Subjectively, in spite of the equipment and supply difficulties, I can say the idea was right and the students are learning.

THINK METRIC! GO METRIC!

DISCIPLINE AREA:	Mathematics
RECIPIENT OF GRANT:	Gerald Kushner
SCHOOL NAME AND NUMBER:	Rhawnhurst Elementary (836)
TYPE OF PUPIL POPULATION:	Fourth-Sixth Grade Students
AMOUNT OF GRANT:	$599.15
STATUS OF OPERATION:	Completed

OVERVIEW

The project, Think Metric! Go Metric! was geared to make children aware of a weights and measures system that the United States will be adopting. The children, fifth and sixth graders, will have to "unclutter" their minds and think of a brand new idea. The project was intended to help intermediate grade students to be prepared for the future so that they can be useful citizens in business, in industry, and in everyday life.

This project also gave the boys and girls a firm foundation in the study of decimals and the decimal system of numeration.

GOALS

1. To strengthen the computational skills in decimals and whole numbers.
2. To prepare children for both higher and continuing education.
3. To develop skills necessary for higher mathematics, and to insure success in business and industry.

MATERIALS AND EQUIPMENT

Metric tools: CM rulers, meter sticks, tundle wheels, liter containers, balance scale weights, scales, celsius thermometers, weight and height charts, (metric) materials for finding area and volume, variety of rectangular materials, metric games, cabinet for storage, kits, workbooks and posters.

PROJECT IMPLEMENTATION

The first task was to order metric materials for an entire class. The unit was initiated with filmstrips and records which explained clearly, the history, rationale, and workshops of the metric system.

Board work and ditto sheets were used to tie in the various metric measures. Conversions were also taught within the system. For example, students learned

how to change meters to centimeters, or kiloliters to milliliters, or decigrams to grams, etc. A problem which surfaced here was a basic arithmetic problem, that is drilling and reteaching basic mathematics. Parents of the children were invited to attend class from the beginning of the study.

Next, there was an explanation of the different materials which would be used, such as meter sticks and tapes, weights, trundle wheel, metric games, etc. This took a great deal of time and explanation.

When all the preliminary work was done, the class was arranged into three groups for lab work. They had certain goals to accomplish. Parents were part of the groups. In lab sessions parents and students measured, weighed, compared, analyzed, discussed, and recorded everything that was done. At the beginning, the lab work was a bit trying, but after a day or two the children began to get organized, and it was a very fruitful experience.

PROJECT OUTCOMES

The work in metrics certainly strengthened computation skills in decimals. On the whole, the charts and notes the class kept in lab periods were accurate, and test results were very good. The children are certainly better prepared to do science and higher mathematics now that they have had metrics. Work in the secondary schools requires children to have a basic knowledge of metrics.

It is intended that, through the study of metrics and future work in junior and senior high school, the class will be fully prepared for adult life. They are now applying their study to supermarket shopping, traveling, and gymnastics (meter/yard dash).

The children have comprehended, applied, and enjoyed their work in the metric system. This conclusion was based on information from use of tests, charts, graphs, and notebooks.

It is intended that later on in school, these children will be able to help others, including their parents, to bridge the gap between the English system of measure and the metric system.

COMMENTS

I feel my project is a success. The enthusiasm on the part of the children is marvelous. If anything, it gave them a positive attitude towards math in general.

I would recommend the use of my procedures to other teachers. The system I used would work best with children in grades 4, 5, and 6. The metric unit can be done in a cycle situation or in a math homeroom.

It would be helpful to get the whole school involved, other staff members, specialist teachers, and of course the parents. Having the parents sit in class with the children definitely lends support and importance to the program.

"TOPS" IN THE CLASSROOM

DISCIPLINE AREA:	Science
RECIPIENT OF GRANT:	Neil H. Ettinger
SCHOOL NAME AND NUMBER:	George Washington High School (803)
TYPE OF PUPIL POPULATION:	Eleventh-Twelfth Grade Students
NUMBER OF STUDENTS:	600
AMOUNT OF GRANT:	$1,000.00
STATUS OF OPERATION:	Cancelled

OVERVIEW

The intent of the "TOPS" project was to enhance laboratory work, to allow more open-ended laboratory experiences, and to allow greater flexibility in experimentation, otherwise not undertaken because of cost and danger.

GOALS

1. A much broader appreciation for the science sequel which is, most often, laboratory bench followed by abstract explanation.

2. A greater use of open-ended experiments which will not have one specific answer, in keeping with "real" science.

3. A greater exposure to the kinds of activities expected of scientists.

MATERIALS AND EQUIPMENT

"TOPS" overhead projector (56013-000 CENCO); "TOPS" projector cell set (87774-000 CENCO); and "TOPS" ACS Demonstrations.

PROJECT IMPLEMENTATION

Not applicable. Teacher has returned materials to the company.

PROJECT OUTCOMES

Not applicable.

COMMENTS

The literature put out by the education group of the American Chemical Society and many experts, within and outside of the city, had spoken very highly of the aforementioned program.

We have, however, been sorely disappointed. Teacher preparation, rather than being shortened, has lengthened due to the added difficulties presented by the use of the apparatus, which we find to be cumbersome and inefficient. While we found that the subject matter was greatly enlarged when projecting, facilitating viewing, we also discovered that colors of solutions were rarely rich enough to give proper projection; and, color changes are most important in chemical reactions.

Furthermore, the student materials take some time to disseminate, and it is difficult to know when materials are returned properly and completely.

It should be understood that we have only had the apparatus in our possession for six weeks, two of which were required for dry runs. Therefore, this report can only be construed as preliminary in nature and hopefully, we will find some positive aspects as to the use of these materials as we proceed.

If, however, we find this is not the case, we will make every effort to return the material for credit.

VIDEO PRODUCTION PROGRAM

DISCIPLINE AREA:	Radio and Television
RECIPIENT OF GRANT:	Maxine Margulies/Charles F. Kolman
SCHOOL NAME AND NUMBER:	Stetson Junior High (512)
TYPE OF PUPIL POPULATION:	Eighth and Ninth Grade Students
NUMBER OF STUDENTS:	1,600
AMOUNT OF GRANT:	$1,000.00
STATUS OF OPERATION:	Ongoing

OVERVIEW

The intent of the Video Production Program was threefold: 1) to enable students and teachers the opportunity to produce original video tapes or to record special classroom projects and school events; 2) to provide students and staff with a means of orally and visually recording their work for the purposes of evaluation, criticism, and revisions; and 3) to develop a video tape library in which outstanding, original students and staff projects could be preserved for future references and used in the school's curricula.

GOALS

1. To produce original student/staff video tapes in order to motivate and further develop reading, writing, listening, speaking, critical and research skills, as well as to expose both the staff and students to television production methods and techniques.

2. To teach the staff and students, through demonstration lessons, the use of VTR in the classrooms.

3. To establish a curriculum-oriented video tape library at Stetson Junior High School in order to preserve for future reference original, outstanding programs created, developed, and produced by students as well as staff members of the school.

MATERIALS AND EQUIPMENT

Color videocassette recorder/player (already available at Stetson via Title IV-C Grant); black and white viewfinder T.V. camera, manual control zoom lenses; tripod and dolly; unit direction microphone; and video, audio cables, jack, etc.

PROJECT IMPLEMENTATION

The project was to have begun in September 1979, however the equipment did not arrive until January 1980. Thus, the project has been in operation for only a few weeks.

The video program was introduced by letter to all staff members; by announcements (PA system and dailygram), and by a series of five separate two-day demonstration workshops for students and faculty, which covered the types of available equipment, the possibilities for classroom use, and instruction on the use of the equipment. In addition, a video bulletin board was placed in the faculty room. A list of tapes available in the building, instructions on ordering tapes, sign-up sheets for equipment and tapes, and a list of available equipment were posted. Also, a table for catalogs and plans was placed in the faculty room.

In the demonstration workshops on use of the VTR in the classroom, the coordinators took all the necessary equipment for producing a mini-tape, a prepared script written by the coordinators geared for a specific class, cue cards, and graphic materials to the classrooms.

On the first day, participants chose their areas of interest, i.e., technical (video audio or assistant directorship) or production (actors/actresses, graphics, or sets). Student observers recorded the days events in the form of a diary and slide presentation. The students assembled into small groups and decided what responsibilities they wanted to undertake. A tape rehersal was held. The first day of instruction ended with "I like..." or a values clarification session.

On the second day, the rehearsal tape was replayed at which time the students made critical analyses and corrections and additions. The final program was taped then replayed to the students. A discussion session was held in which differences between the two tapes, what could be changed, and what could the class do with VTR equipment in the future were addressed. Again, a value clarification session was held with "I learned..." directed to the students. A questionnaire was disseminated to the teachers and students in order to assess the effectiveness of the workshop.

PROGRAM OUTCOMES

1. A T.V. acting group (coordinators plus a new teacher have been the sponsors) has been assembled. Twenty-one students have been meeting every Tuesday, Wednesday and Thursday morning. These students plan to learn acting/improvisational skills and script writing. Also, they intend to produce tapes relevant for use in the inner city schools.

2. A series of two-day demonstration workshops on the use of the VTR in the classrooms have been presented by the coordinators with the aid of specific classroom teachers. Currently, seven teachers have been actively using the tape decks, while three other teachers have been using the camera equipment.

3. Not applicable to date.

COMMENTS

If anyone is interested in learning more about this project, please contact us at Stetson School, B and Allegheny Avenue, Philadelphia, NE 4-0357.

WHO AM I, AND WHAT AM I GOING TO DO WITH MY LIFE?

DISCIPLINE AREA:	Reading/English/Language Arts
RECIPIENT OF GRANT:	Anemone D'Angiolini
SCHOOL NAME AND NUMBER:	Northeast High School (802)
TYPE OF PUPIL POPULATION:	Tenth - Twelfth Grade Students
NUMBER OF STUDENTS:	108
AMOUNT OF GRANT:	$300
STATUS OF OPERATION:	Ongoing

OVERVIEW

The basic idea or intent of this project was to prepare reading lists and a small classroom paperback library in order to enable students to make individual reports or to participate on discussion panels. The reading lists and paperbacks were limited to the following areas of interest: (1) Where Have I Come From? - What Are My Roots or What is My Cultural Heritage?; (2) Where Am I Now? - How Do I Cope With Life As a Teenager?; (3) What Do I Want To Do With My Life? - Which Life Style Shall I Choose?; and (4) How Shall I Change? - How Shall I Adapt To The Passages of Life and My Changing Needs?

GOALS

1. Students will read and discuss from one to four or more books, individually chosen and presented in panel discussions.

2. Each student will select books about his/her cultural heritage, personal and social problems, career interests, future home life, social and recreational concerns, and/or community interests.

3. The teacher will compile recommended library reading lists and acquire a collection of current paperback books for classroom use.

MATERIALS AND EQUIPMENT

Lists of career interest books compiled by the teacher; career interest books available in the Northeast High library; and a collection of 150-200 paperback books for classroom use.

PROJECT IMPLEMENTATION

Paperback books for classroom use were acquired from the United News Company. There were problems with the United News Company, which was unable to ship all the books as soon as they were requested. A few copies had to be back-ordered, and others were unavailable.

Individual oral reports were easier to arrange than panel discussions since not everyone would be finished with his/her book at the same time. When several students had read the same book, a student gave an oral report. Non-presenters responded with questions and comments following the individual report. Even students who had not read the specific book, made comments or asked questions about the book.

Oral book reports proved to be a good speech improvement technique because the person giving the report had something interesting to say and had the responsibility of responding to students' comments and questions following the report. The reports inspired other students to read the same book or similar books.

PROJECT OUTCOMES

Items identified in the book reports included: (a) characters, setting, plot, theme, underlying atmosphere, and tone; (b) psychological, socioeconomic, and historical concepts; and (c) author's use of words, sentences, images, symbols and ideas. Specific questions asked included:

1. What was the book about? Where and when did the action take place? Who was involved in the story? What did the book have to say about life?

2. Was the book personally and/or socially significant to you?

3. How would you rate the book as a work of literature?

As long as the quality of the report was acceptable, a contract system of evaluation was used to encourage more reading. Grades were given in the following manner for each marking period: four or more books, A; three books, B; two books, C; and one book, D. Each book read by a student was recorded in a log. This information was recorded every Friday, and it provided the teacher with a student centered activity to retain interest at the end of the week. Toward the end of the marking quarter, or if too many students had reports to give at once, they wrote a one page informal report in class. Students were permitted to check out new books after they had returned the ones they read.

This project was a success because students liked selecting their own books and telling about them. Students might not have otherwise read as many books if they were not given this type of encouragement to read. It was analogous to a person going to a good movie or seeing something interesting on television, then sharing it with his/her friends. That's what was done in class with books. The students shared good experiences. As reading becomes a lifetime habit, it will naturally lead to emotional and intellectual growth.

COMMENTS

I recommend this type of project to other teachers because I believe that it meets the need to encourage wide and varied reading experiences at all levels.

This type of program is needed for the following reasons: (1) Many students read below their grade levels. SAT scores have declined. Students spend their time watching TV instead of reading. (2) Some students complain that their courses are not relevant to their interests, but with limited budgets for books, it often makes the acquisition of new sets of books impossible. (3) The National Council of Teachers of English recommends that every English classroom have a classroom library of paperback books.

Variation on this project might be conceived around other areas of interest by other teachers. This year in addition to a request for the renewal of the original grant with more funds, I wrote a proposal for a similar type grant directed specifically toward college-bound, rapid, mentally-gifted, and advanced placement students.

If anyone wishes to contact me about this minigrant, I am an English teacher at Northeast High School, #802, Cottman and Algon Sts., PI2-0110.